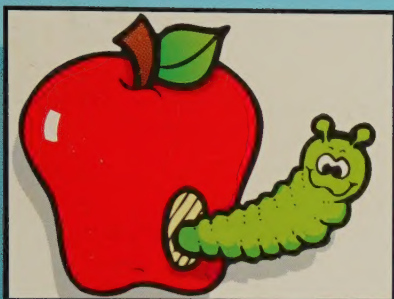


FOOD FOR THOUGHT

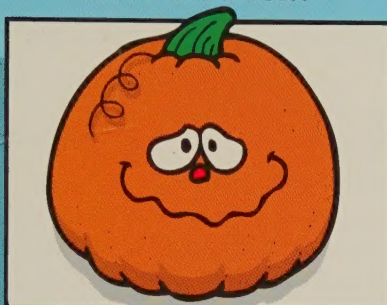
Literature-Based Thematic Units
for Each Month of the Year

P-K-1-2

Written & Illustrated by
Natalie Hill



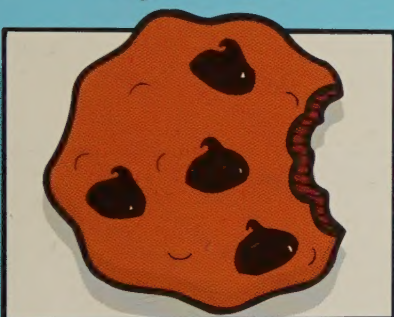
September



October



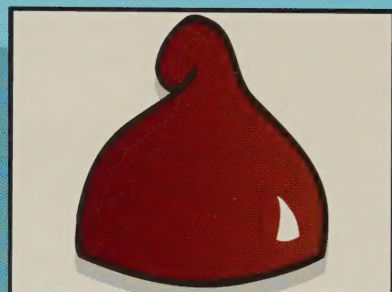
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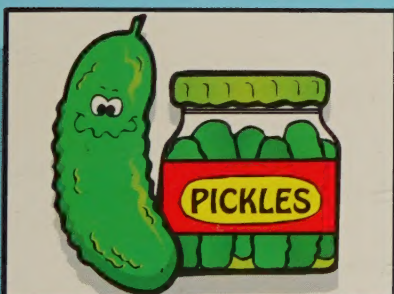
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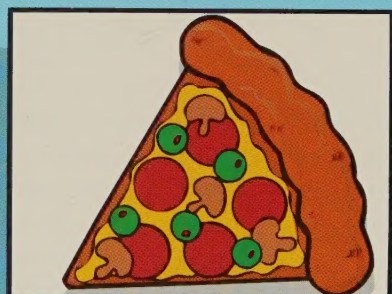
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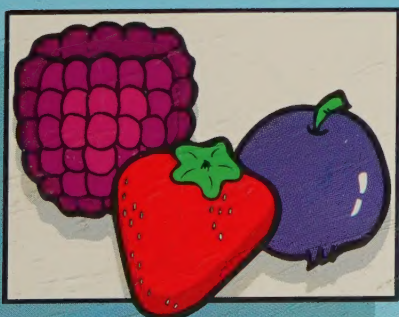
March



April



May



June



July



August

About this Book

Keep your students excited about learning through each month of the year! Carson-Dellosa's **Food for Thought** is a literature-based theme book for preschool through grade two. Each section in this book is devoted to a specific food theme which corresponds with a month. Sections contain games, poems, sequencing activities, math activities, art ideas, snack ideas, facts about the theme, suggested reading, and many more readiness and early skills activities. Directions and patterns are provided for all activities.

Contents

Apples	1-21
Play apple bingo, make comparisons, create an apple activity center, learn a counting rhyme, and more!	
Pumpkins	22-40
Learn the pumpkin life cycle, match pumpkin pairs, assemble a pumpkin shape book, enjoy a flannel board rhyme, and more!	
Popcorn	41-60
Play "Go Pop," pretend to be popcorn popping, unscramble popcorn words, weigh and measure popcorn, have a popcorn math fair, and more!	
Cookies	61-80
Play a matching game, use cookie manipulatives, make a gingerbread man chain, bake cookies, and more!	
Soup	81-98
Classify vegetables, write "soup-er stories," practice alphabet skills, sort and compare seeds, and more!	
Chocolate	99-115
Learn about the source of chocolate, practice estimation, play a file folder game, graph favorite candies, do chocolate finger painting, and more!	
Pickles	116-128
Learn antonyms, play the "I'm in a Pickle" math game, learn a jump rope rhyme, have a chip and dip party, and more!	
Eggs	129-147
Play the "Look What's Hatching" card game, have egg relay races, make Easter basket cupcakes, make a hatching chick art project, read about eggs, and more!	
Pizza	148-163
Learn about fractions, play a pizza clothespin game, learn about the food groups, categorize objects by size, make a cookie pizza, and more!	
Berries	164-177
Play berry bingo, learn an action rhyme, find out fun facts, play blueberry tag, and more!	
Ice Cream	178-195
Practice addition skills, play "Build a Banana Split," learn compound words, match number families, and more!	
Cake	196-208
Count the candles, practice subtraction skills, make a cake shape book, have a class birthday party, and more!	

Written and Illustrated

by

Natalie Hill

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APPLES

JOHNNY APPLESEED

by
Reeve Lindbergh
Little Brown & Co., 1990

•Summary

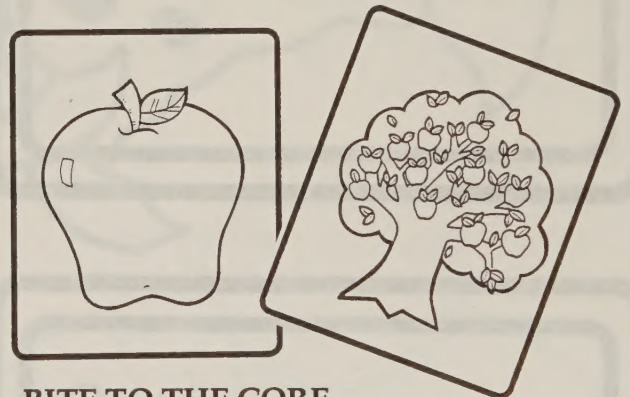
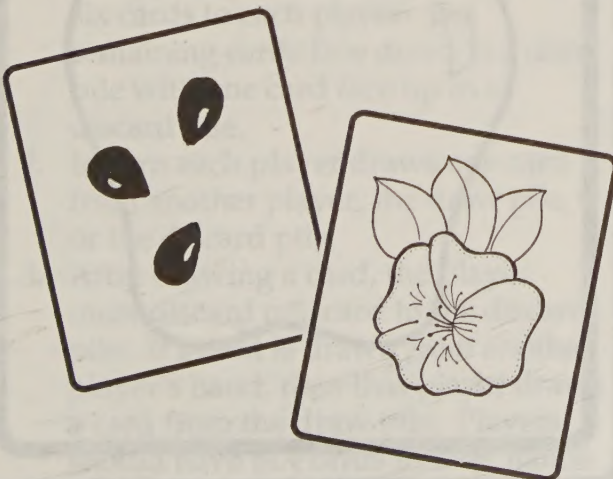
Rhyming text and illustrations relate the life of John Chapman, whose distribution of apple seeds and trees across the Midwest made him a legend and left a legacy still enjoyed today.

APPLE SEQUENCE CARDS

This activity shows the correct growth sequence, from a seed to an apple. Use the cards to show the correct sequence. This can be done individually or as a group.

Preparation:

Use the patterns on page 2. Reproduce, color, cut, mount onto tagboard, and laminate the apple sequence cards.



BITE TO THE CORE

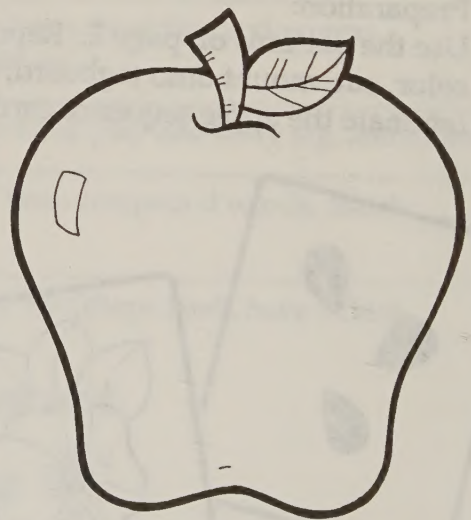
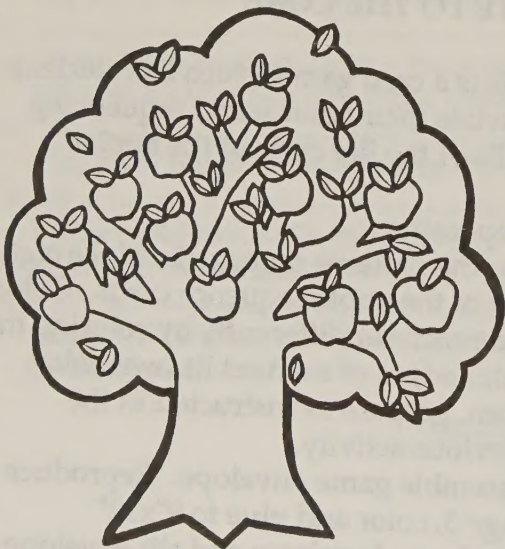
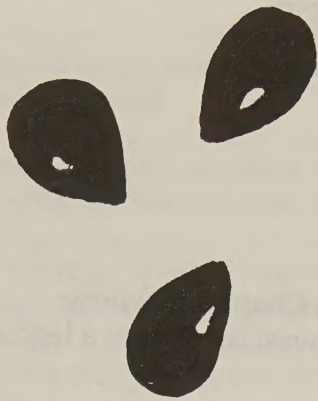
This is a card game which lets students practice their science and sequencing skills of the life cycle of the apple!

Preparation:

Use the patterns on page 2. Make eight sets of the apple sequence cards. Color code each set differently by coloring the outer edges of each set its own color. Then, prepare as instructed in the previous activity.

Assemble game envelope. Reproduce page 3, color and glue to 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 3.

Apple Sequence Cards





Bite to the Core

DIRECTIONS:

1. This is a game for 2-4 players. Deal six cards to each player. Put remaining cards face down in a draw pile with one card face up in a discard pile.
2. In turn each player draws one card from another player, the draw pile, or the discard pile.
3. After drawing a card, the player must discard one card to the discard pile. If a card is drawn from another player's hand, then that player draws a card from the draw pile. Players should have SIX cards in their hands at all times.
4. When a player gets a complete set (all four cards of the same color, showing each step of the growth cycle), he lays his set down and then draws four new cards from the draw pile. Play continues in this manner until all cards from the draw and discard piles are gone.
5. The player with the most complete sets at the end of the game wins!

BIGGEST APPLE OF THE BUNCH

This is a game in which students practice their sequencing skills by arranging apples from the smallest to the largest.

Preparation:

Use the patterns on page 5. Reproduce, color, cut, mount on tagboard, and laminate the "Biggest Apple of the Bunch" patterns.

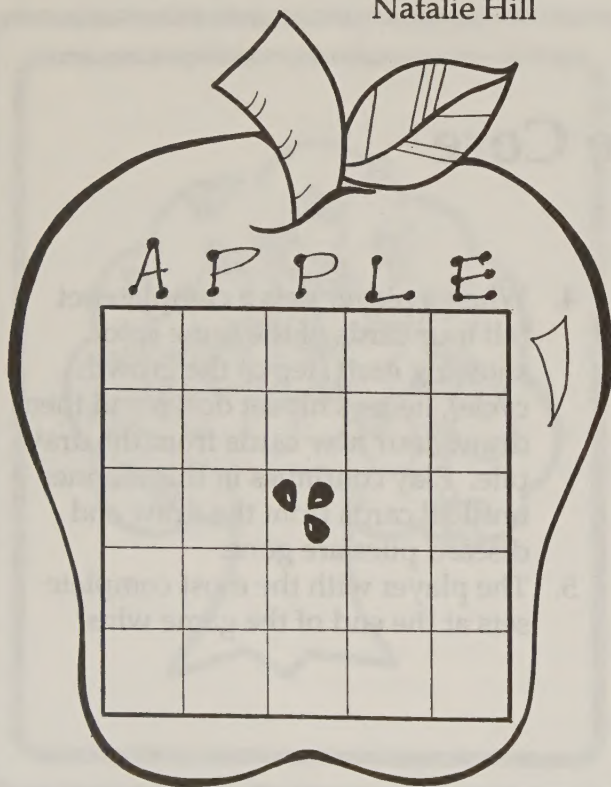
Assemble a game envelope. Reproduce page 6, color and glue to 9"x12" envelope. Laminate and slit envelope opening with scissors. Store game pieces in envelope when not in use. Game directions are provided on page 6.



APPLE ACTION SONG

Sung to and played the same as "Ring Around the Rosie."

Circle round the apple tree
Oh, look at what I can see,
Apples, apples, falling to the ground.
Natalie Hill



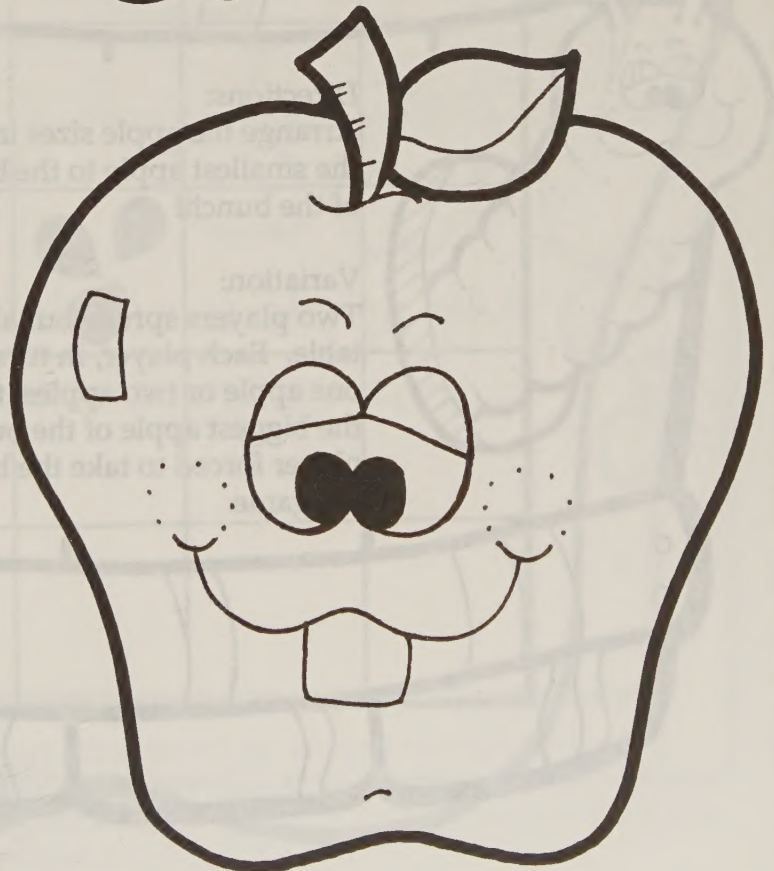
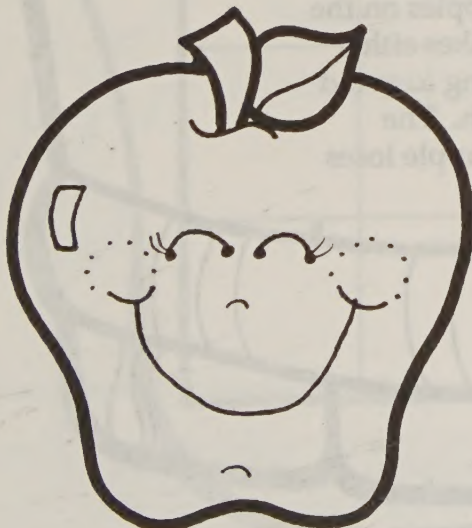
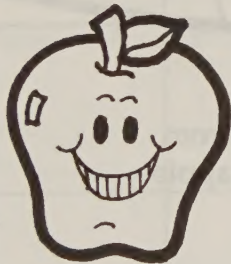
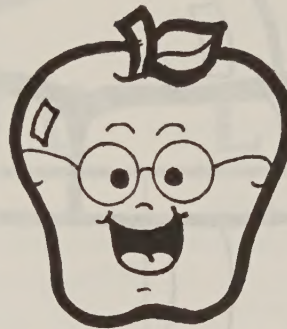
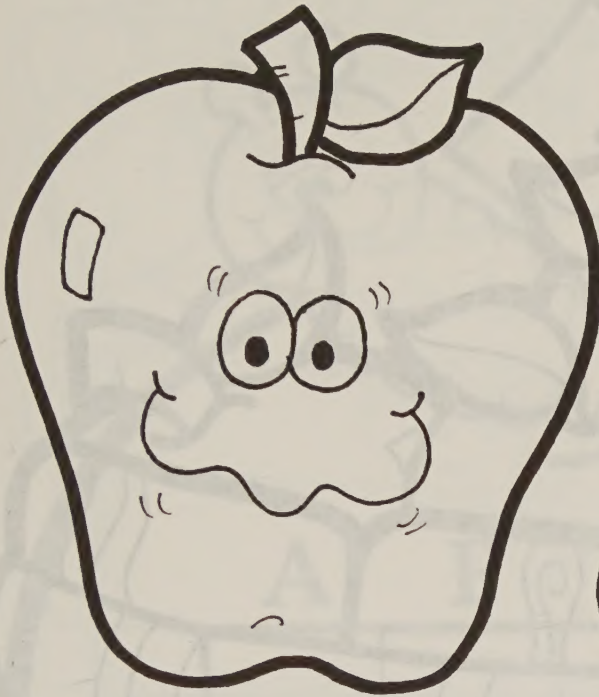
APPLE BINGO

Using the apple bingo pattern on page 7, students randomly fill in the apple grid using numbers from 1-18. As the teacher calls out basic addition facts, students cover the correct answers using beans, cardboard pieces, etc. The first person to get five in a row is the winner.

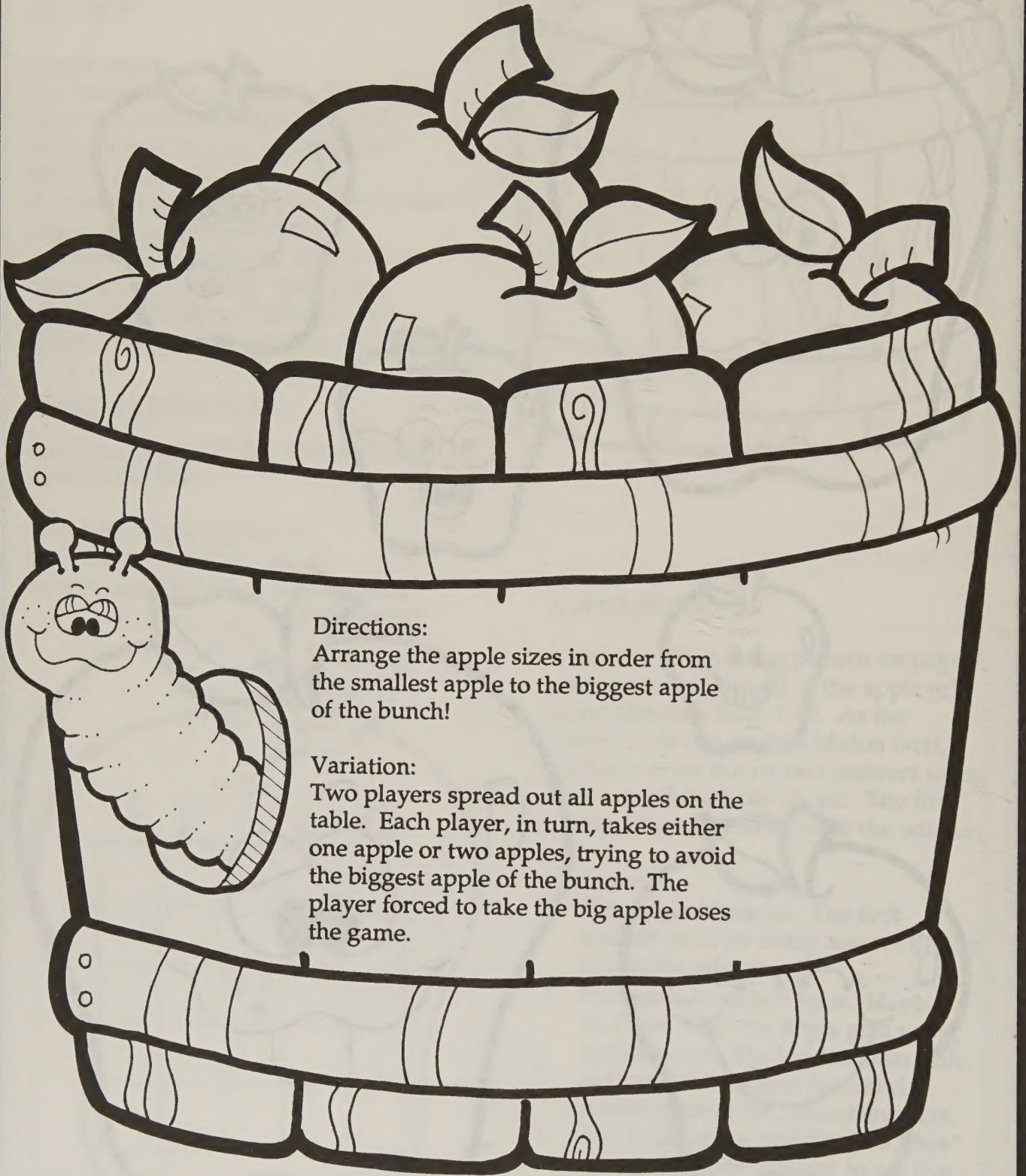
Variations:

1. Play apple blackout. The first student to cover every answer on the grid is the winner.
2. Practice subtraction facts. Have students fill in the apple grid using numbers 0-9. The teacher then calls out basic subtraction facts and students cover the correct answers. The seeds in the middle are a "free" space. The first student to get five in a row is the winner.

Biggest Apple of the Bunch Patterns



Biggest Apple of the Bunch



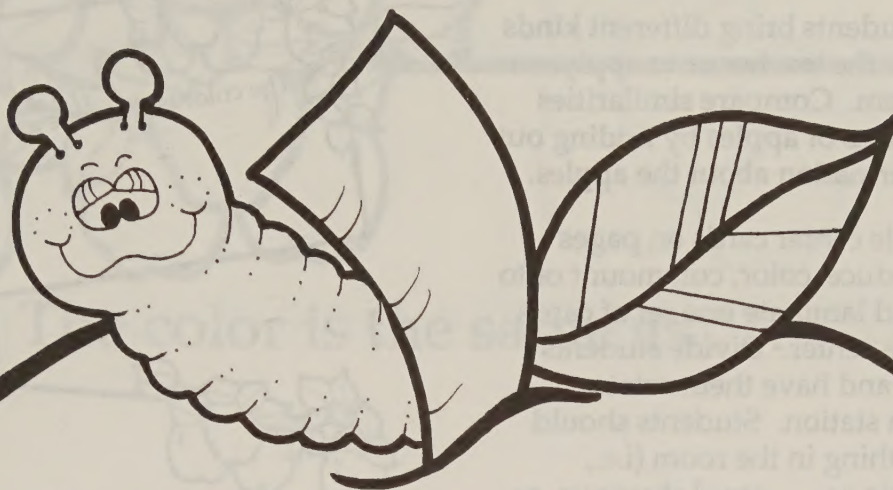
Directions:

Arrange the apple sizes in order from the smallest apple to the biggest apple of the bunch!

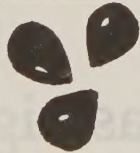
Variation:

Two players spread out all apples on the table. Each player, in turn, takes either one apple or two apples, trying to avoid the biggest apple of the bunch. The player forced to take the big apple loses the game.

Apple Bingo Pattern



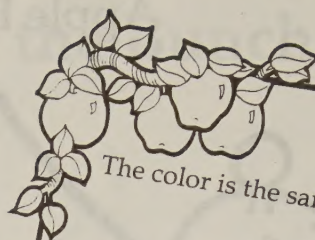
A P P L E

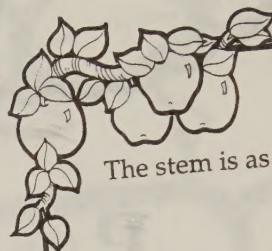
APPLE-LUTELY YUMMY

Have the students bring different kinds of apples, or the teacher can supply some for them. Compare similarities and differences of apples by finding out various information about the apples.

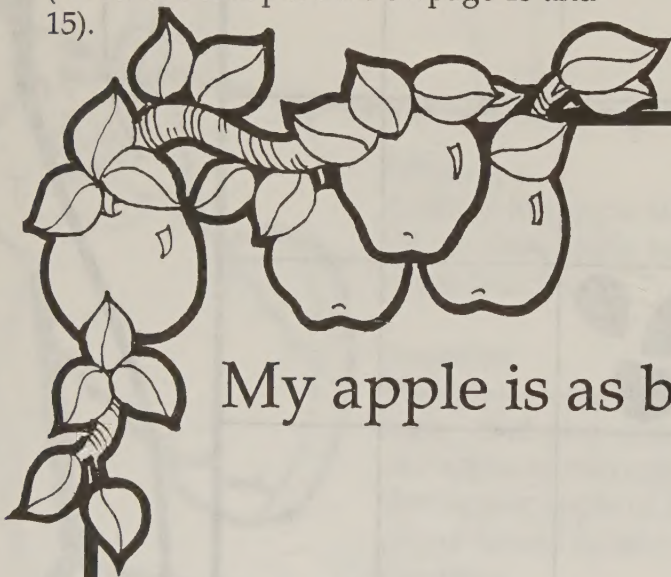
Use the apple center cards on pages 8-12. Reproduce, color, cut, mount onto tagboard and laminate one set of cards for the apple center. Divide students into groups and have them rotate around each station. Students should locate something in the room (i.e., apple is as big as . . . *pencil sharpener*, or *door knob*, etc.) to answer the questions and finish the sentences and then draw or write the answers on their papers. You may want students to do this activity in their own apple books (directions and patterns on page 13 and 15).



The color is the same as . . .



The stem is as long as . . .



My apple is as big as . . .

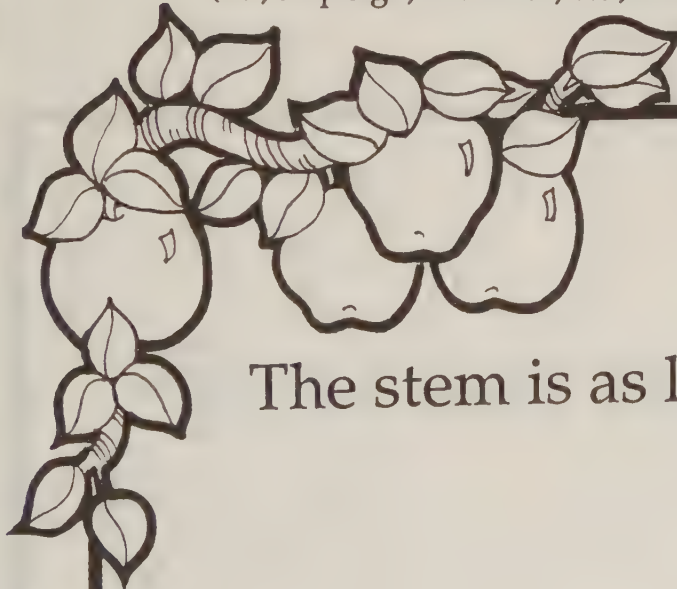
Students may look for an object in the room. For younger children, the teacher may set out three objects of various sizes with which to compare the apples.

Apple-lutely Yummy Center Cards



The color is the same as . . .

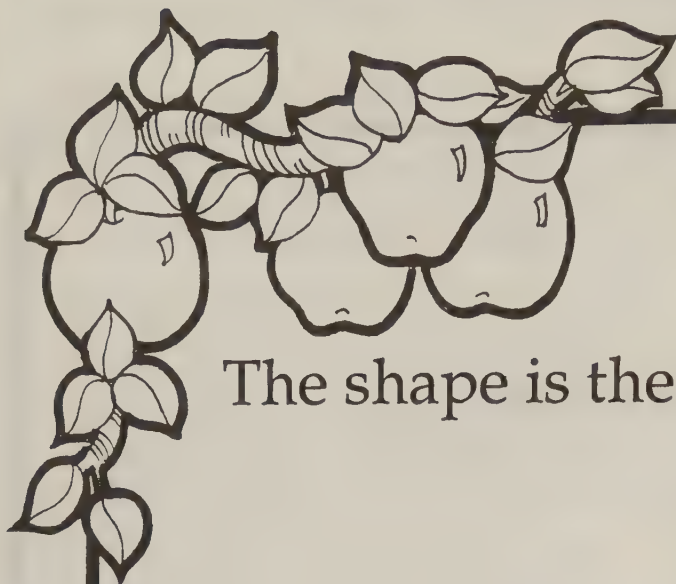
Students may locate an object in the room or think of one outside of the room (i.e., stop sign, fire truck, etc.).



The stem is as long as . . .

Students may actually measure the stem using a ruler or they may compare it to an object (i.e., paper clip, eraser, etc.).

Apple-lutely Yummy Center Cards



The shape is the same as . . .

Students may locate an object in the room, or the teacher may supply various objects such as a book, ball, or ruler.



Something lighter than an apple is . . .

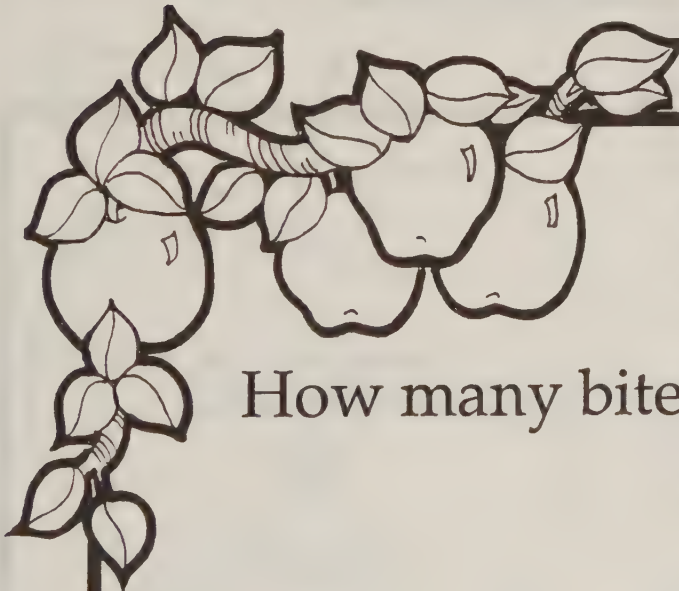
Students may find an object in the room, or the teacher may supply a scale and various objects with which to compare.

Apple-lutely Yummy Center Cards



Something heavier than an apple is . .

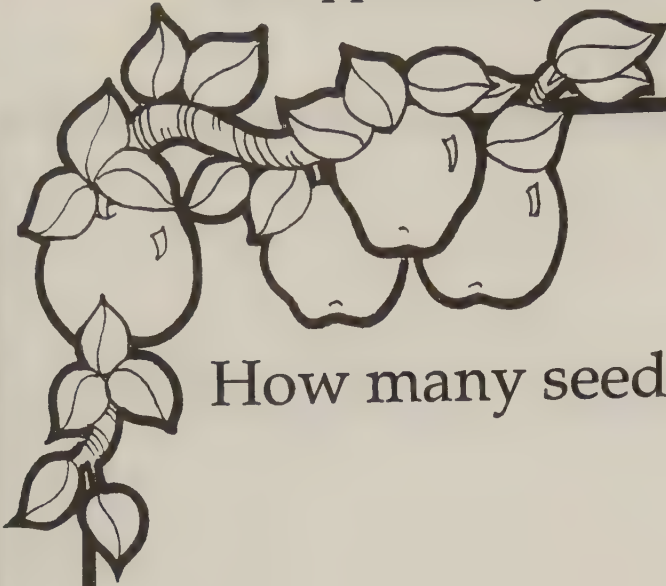
Students may find a heavy object in the room or the teacher may supply a scale and various objects with which to compare.



How many bites to the core?

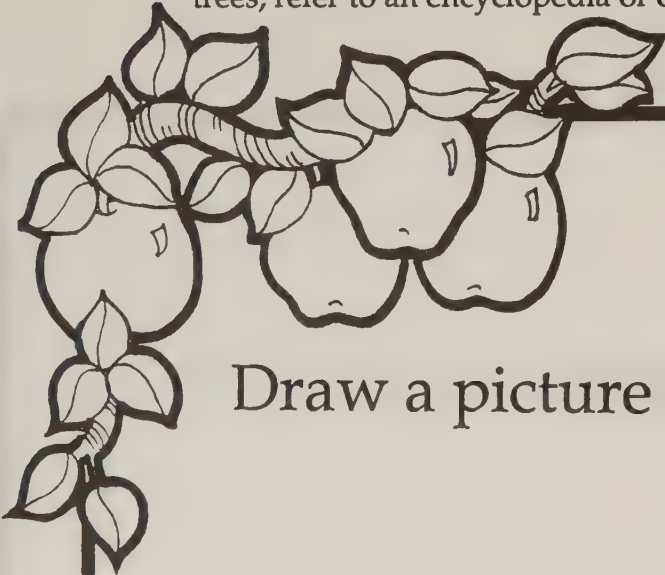
The teacher may opt to have students do this individually and compare answers in a group or as a class.

Apple-lutely Yummy Center Cards



How many seeds in the core?

After completing this activity, discuss how apple trees are grown by grafting rather than planting seeds. For more information about the growth of apple trees, refer to an encyclopedia or other reference book.



Draw a picture of your apple.

Provide each student with art supplies and discuss the many colors of different apple varieties.

WORMY APPLES

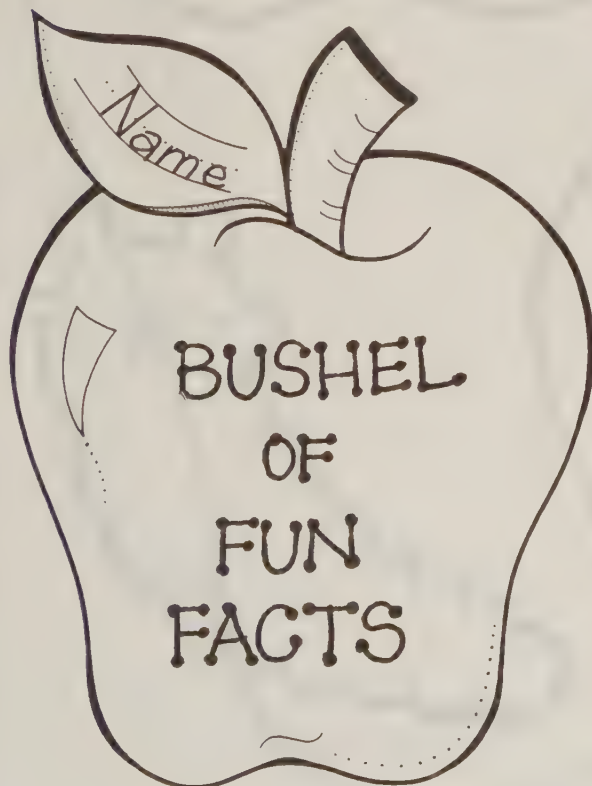
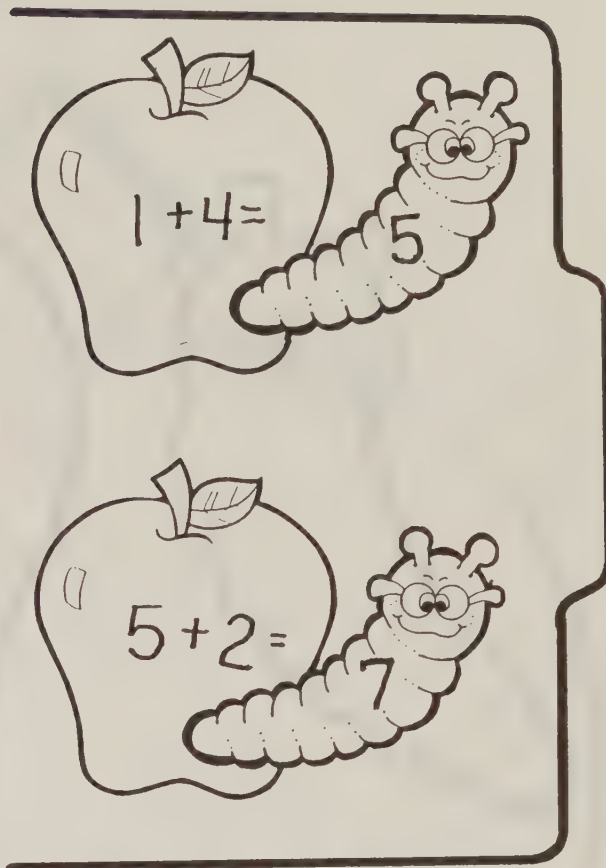
This is a file folder game which lets students practice various math skills such as addition, subtraction, odd and even numbers, or counting.

Preparation:

Use the apple patterns on page 14 to make the file folder game board. Reproduce, color, cut out, label with math problems, mount on a file folder and laminate. Use the worm patterns to make the answer pieces which correspond with the apples. Reproduce color, label, cut out, mount on tagboard and laminate the worms. Store game pieces in a zip-close bag. Have students find the correct worm answer for each apple problem.

Variation:

Label the game pieces using reading skills such as compound words, antonyms, synonyms, contractions, etc.



BUSHEL OF FUN FACTS

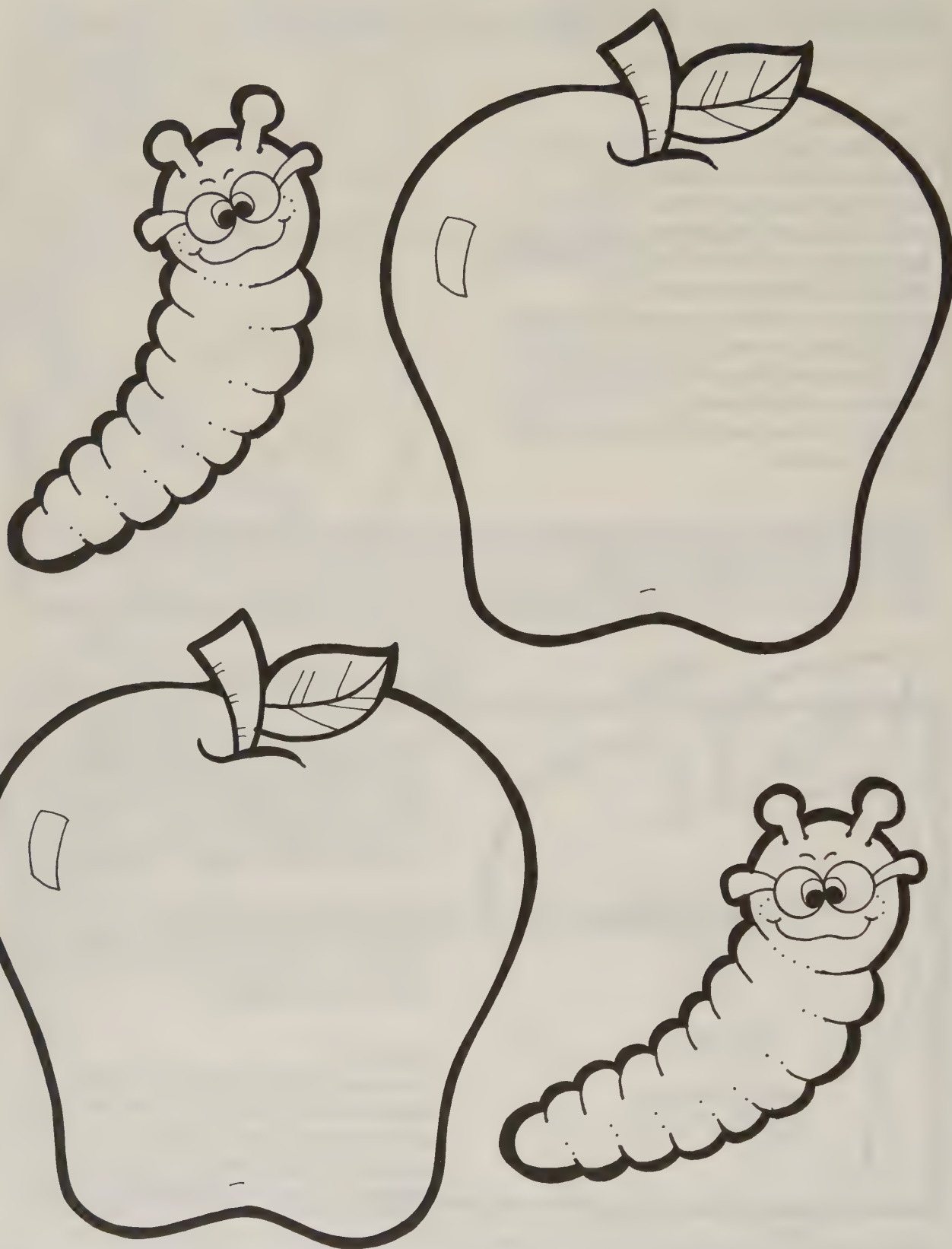
Make apple shape books using the pattern on page 15. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the stem.

Have students practice their penmanship and learn more about apples by printing the "Bushel of Fun Facts" found on page 16.

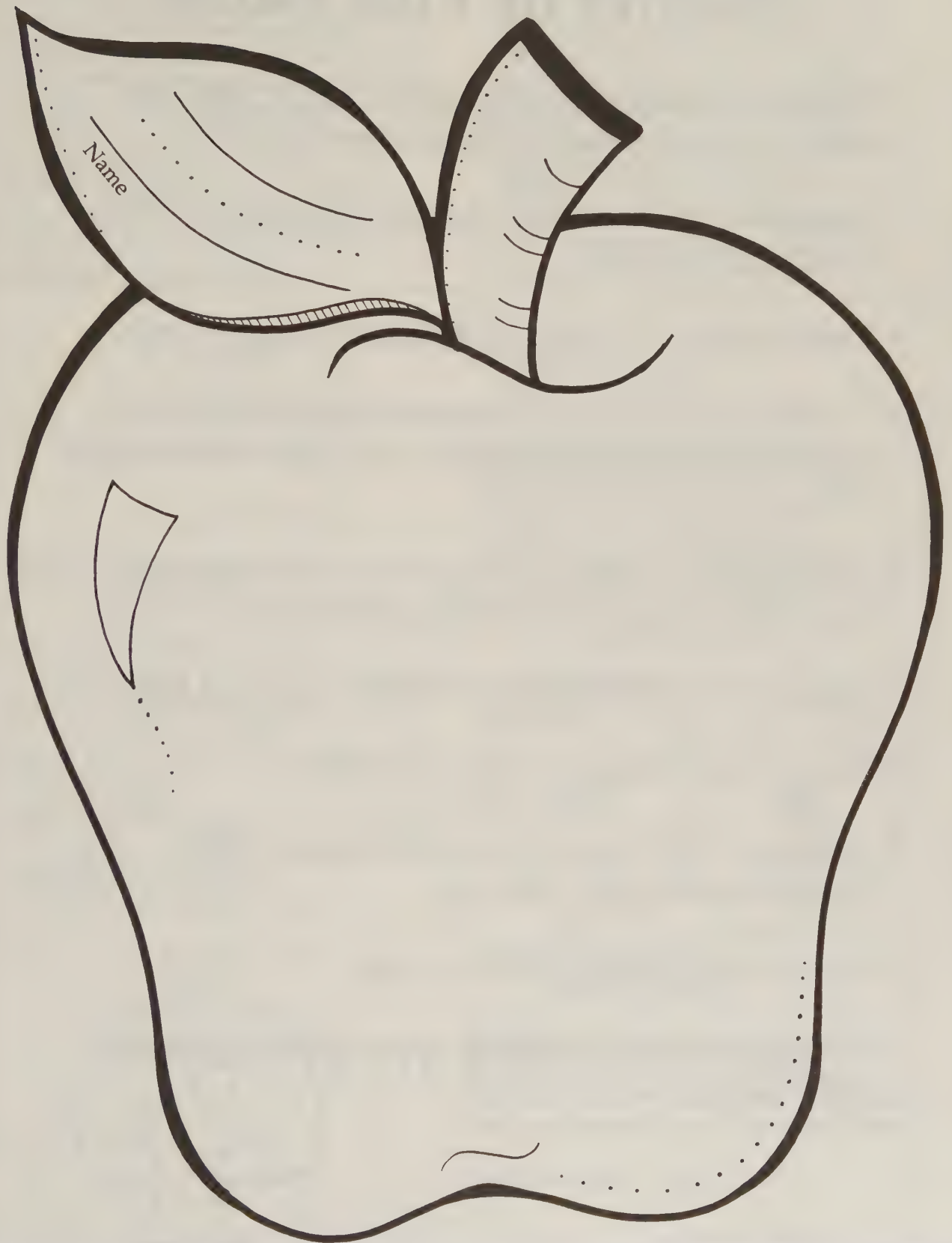
Variations:

Have students use the apple shape books to write their own apple stories or use the apple shape books to write their answers for the activity "Apple-lutely Yummy" found on pages 8-12.

Wormy Apple Patterns



Apple Shape Book Pattern



Bushel of Fun Facts

- If you cut an apple horizontally, you'll find the seeds are positioned in the shape of a star.
- September 26th is John Chapman's birthday. He was born in 1774.
- The month of October is National Apple Month.
- To find out how many times an apple tree has blossomed, count the groups of ridges on the apple twig.
- The apples we eat are not grown from planting seeds but are grown from a grafted tree.
- Most wild apple trees have bitter and hard fruit.
- Apple trees belong to the rose family.
- America's first apple tree was planted in the Massachusetts Bay Colony.
- Apples were first grown in Asia.
- Washington is the leading apple growing state in the U.S.A.

BUSHEL BASKET

Assign each student a name of one of several apple varieties (i.e. Golden Delicious, Red Delicious, Jonathan, Rome, Granny Smith, etc.). Decide how many variety names you will need based on how many students you have so that three or four students each get the same variety name. Have students sit on their chairs which are arranged in a circle. A student is chosen to be "it." He

removes his chair from the circle and stands in the center.

The person who is "it," calls out one of the apple varieties. All students assigned to that variety, along with the person who is "it," must quickly find a new seat. The student left standing is now the new "it." Play continues in this manner with the different varieties selected at random during the game. If the person who is "it" calls out, "bushel basket," then everyone must find a new seat!



TWO LITTLE APPLES (action rhyme)

Way, way up in an apple tree,
(stretch tall)
Two little apples smiled at me.
(clench fists above head)
I shook that tree as hard as I could.
(shake body)
Down came those apples -
(bring fists to the floor)
Ummm, they were good.
(rub tummy, lick lips)

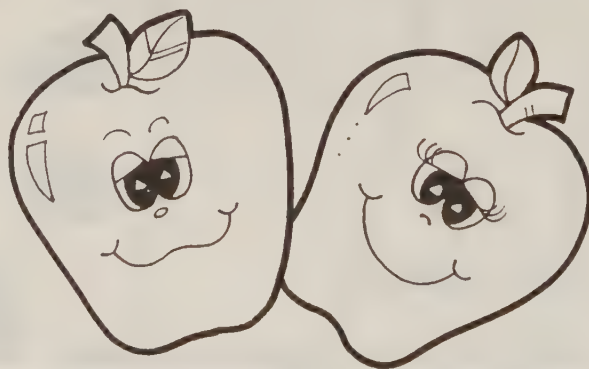
Author unknown



GRANDPA'S FARM (jump rope rhyme)

I went down to grandpa's farm,
Billy goat chased me round the barn.
Chased me up the apple tree,
Butted the tree to get at me.
How many apples round and red,
Fell on that old billy goat's head?
1, 2, 3, etc.

Author unknown



FIVE RED APPLES (counting rhyme)

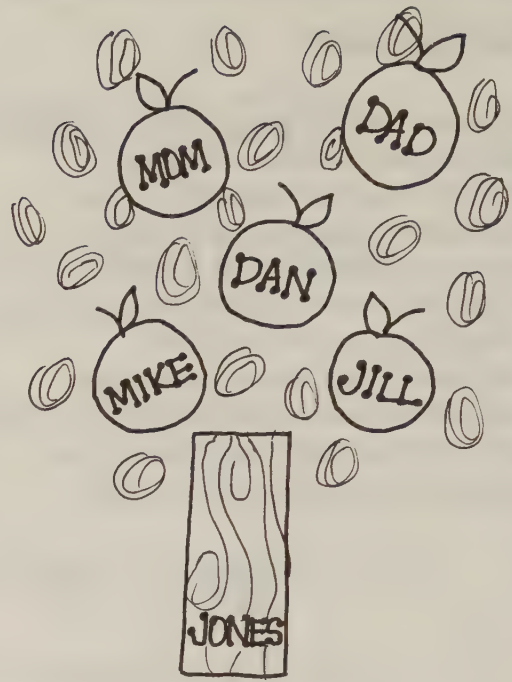
Five red apples hanging in a tree,
The juiciest apples you ever did see.
The wind came by and gave an angry frown,
And one little apple came tumbling down.

Four red apples etc.

Author unknown

FAMILY APPLE TREE

Let each child make his own family tree and practice his shapes at the same time. Use a brown rectangle for the trunk, red circles for the apples, and a green ink pad to make fingerprint leaves. Label the apples according to the members in the child's own family.

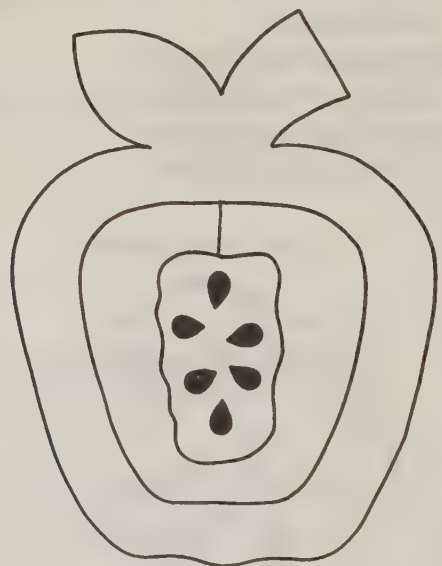


FAMILY TREE



APPLE MOBILE

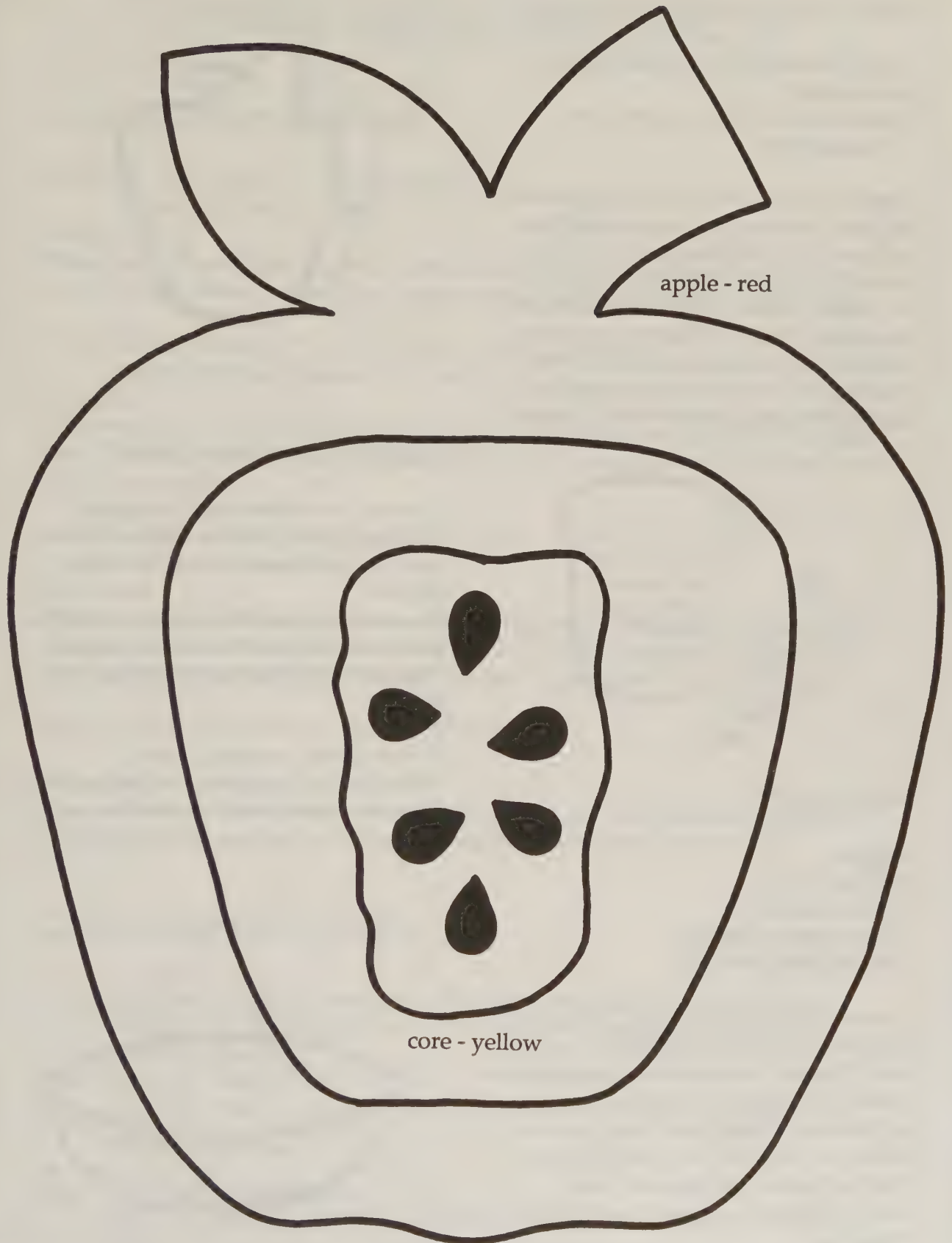
Use the pattern on page 19 to make an apple mobile. For each child, reproduce two apple shapes on red construction paper and two apple cores on yellow construction paper. Glue the shapes together with a string glued between them, allowing the core to hang in the center of the apple from the string.



APPLE STARS

Cut an apple horizontally and show the children the star. Then make apple prints by dipping the apples in a shallow dish of red tempera paint and pressing the apples on construction paper to make prints.

Apple Mobile



APPLE-TIZING JIGGLY GELATIN

2 small packages unflavored gelatin
2 cups water
1 six-ounce can frozen apple juice concentrate

Dissolve the gelatin in the boiling water. Add the frozen apple juice concentrate and pour the mixture into a 9"x13" pan and chill. When the gelatin is set, dip the bottom of the pan in warm water so the gelatin shapes will come out easily. Use an apple shaped cookie cutter and press all the way through the gelatin, then lift the jiggly apples out of the pan.



APPLESAUCE

4 apples
1/2 cup water
1/3 cup sugar
1/4 teaspoon cinnamon
1/8 teaspoon nutmeg

Peel and quarter the apples. Heat the apples and water to boiling then reduce heat. Simmer uncovered until apples are tender (5-10 minutes). Stir in the other ingredients. Make sure the apples are broken or mashed into smaller pieces. Heat to boiling. Boil and stir one minute. Let cool. Serve topped with cinnamon.

APPLE AND "FUN"-DUE DIPS

Have a "fun"-due party by dipping sliced apples in various fondue sauces, such as chocolate, caramel, cheese or yogurt.

For caramel, chocolate or cheese fondue, melt in a double boiler or a crockpot. Flavored yogurt makes a nice and easy fondue.

Optional:

After dipping apples in the fondue, roll them in coconut, red hot candies, etc.



OTHER APPLE RESOURCES

CHILDREN'S BOOKS

JOHNNY APPLESEED by Steven Kellogg
(Morrow Jr. Books, 1988)

Summary:

Presents the life of John Chapman, better known as Johnny Appleseed. It describes his love of nature, his kindness to animals and his physical fortitude.

SEASONS OF ARNOLD'S APPLE TREE by Gail Gibbons
(Harcourt Brace Jovanovich, 1984)

Summary:

As the seasons pass, Arnold enjoys a variety of activities as a result of his apple tree. This book includes a recipe for apple pie and a description of how an apple cider press works.

RAIN MAKES APPLESAUCE by Julian Scheer
(Holiday House, 1964)

Summary:

This is a book of silly talk which has captivating and detailed illustrations. The lyrical phrases and intricate pictures are full of sly subtleties which stretch the imagination and give happy surprises for both eye and ear.

WHO STOLE THE APPLES? by Sigrid Heuck
(Random House, 1986)

Summary:

This is an adventurous tale, written in rebus form, about a horse and a bear and how they discover who has stolen the apples from a special apple tree.

CHILDREN'S POETRY

"Apple Doodle" (sung to the tune of "Camptown Races") Includes recipe.
CRICKET'S COOKERY by Pauline Watson (Random House, 1977)

"Eat an Apple" (action verse)
MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"Our Tree" by Marchette Chute
SING A SONG OF POPCORN by Beatrice Schenk de Regniers (Scholastic, 1988)

PUMPKINS

PUMPKIN PUMPKIN

by
Jeanne Titherington
Greenwillow Books, 1986

•Summary

Jamie plants a pumpkin seed in the spring and, after watching it grow through the summer, carves it. Best of all, he saves some seeds to be planted next spring. A great depiction of the life cycle of a pumpkin!

PUMPKIN SEQUENCE CARDS

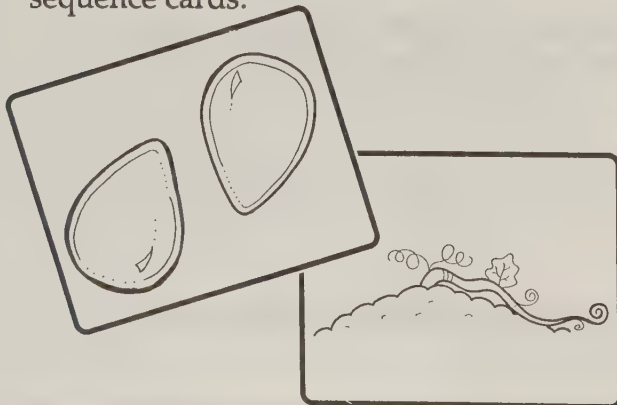
This activity shows the correct growth sequence, from a seed to a pumpkin, and finally a jack-o'-lantern. Use the cards to show the correct sequence. This can be done individually or as a group. Compare the cards to the sequence of events in the story *Pumpkin Pumpkin*.

Students may also want to retell the story using only the sequence cards.

Preparation:

Use the patterns on pages 23-24.

Reproduce, color, cut out, mount onto tagboard, and laminate the pumpkin sequence cards.



JACK-O'-LANTERN

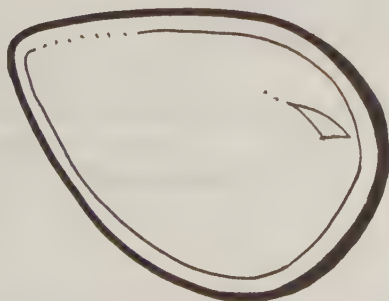
This is a card game which lets students reinforce their knowledge of the life cycle of the pumpkin and practice their matching skills. It is played much like the game "Old Maid."

Preparation:

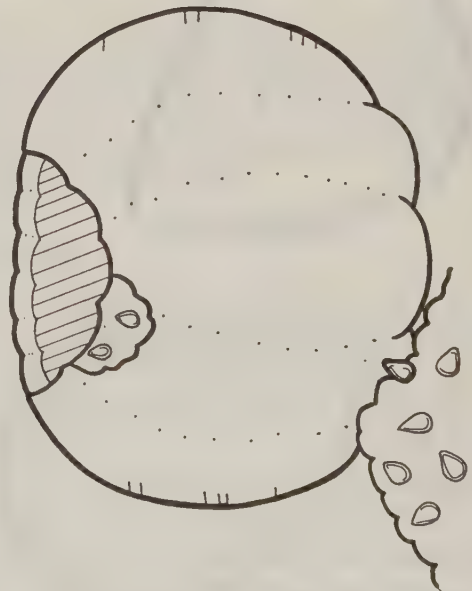
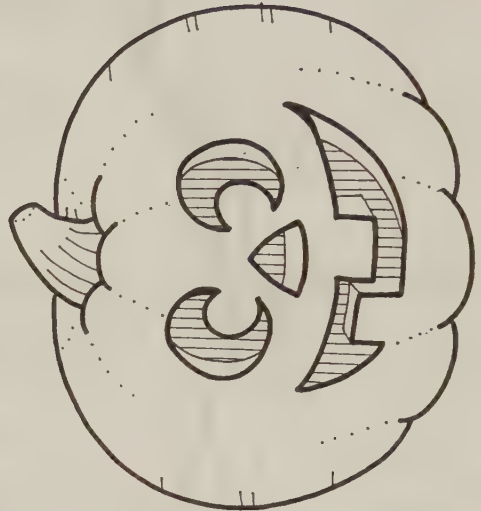
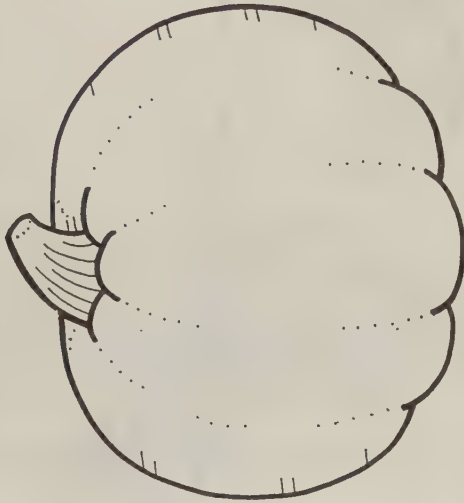
Use the patterns on pages 23-24. Make two sets of the pumpkin sequence cards but use only one jack-o'-lantern card. Prepare as instructed in the previous activity.

Assemble game envelope. Reproduce page 25, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 25.

Pumpkin Sequence Cards



Pumpkin Sequence Cards





Jack-o'-Lantern

DIRECTIONS:

1. This game is played much like "Old Maid" and is for 2-3 players. Deal all cards among players.
2. Each player lays down any matched pairs he may have.
3. In turn each player draws a card from any opponent, trying to avoid the jack-o'-lantern. If the card drawn matches another card in that player's hand, the player lays down the matched pair. Then, the turn passes to the next player.
4. Play continues in this manner until a player gets rid of all his cards. He then becomes the winner.

PUMPKIN PAIRS

This game lets students practice their memory and visual discrimination skills by finding the match to each jack-o'-lantern.

Preparation:

Use the patterns on pages 27-28.

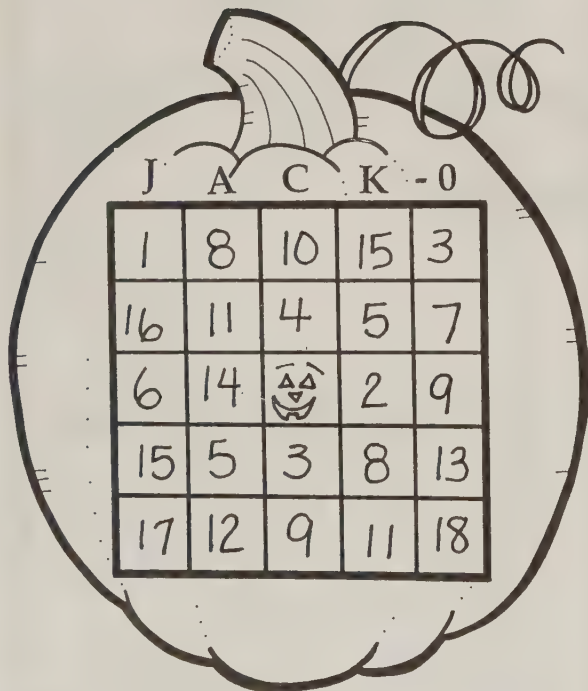
Reproduce, color, cut out, mount on tagboard, and laminate the pumpkin pair patterns. Make two sets.

Assemble a game envelope.

Reproduce page 29, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with scissors. Store game pieces in envelope when not in use. Game directions are provided on page 29.



JACK-O



Using the Jack-O bingo pattern on page 30, students randomly fill in the grid using numbers from 1-18. As the teacher calls out basic addition facts, students cover the correct answers using beans, cardboard pieces, etc. The middle square is a "free" space. The first person to get five in a row in any direction is the winner.

Variations:

1. Play Jack-O blackout. The first student to cover every answer on the grid is the winner.
2. Practice subtraction facts. Have students fill in the grid using numbers 0-9. The teacher calls out basic subtraction facts and students cover the correct answers. The first student to get five in a row in any direction is the winner.

Pumpkin Pair Patterns



Pumpkin Pair Patterns



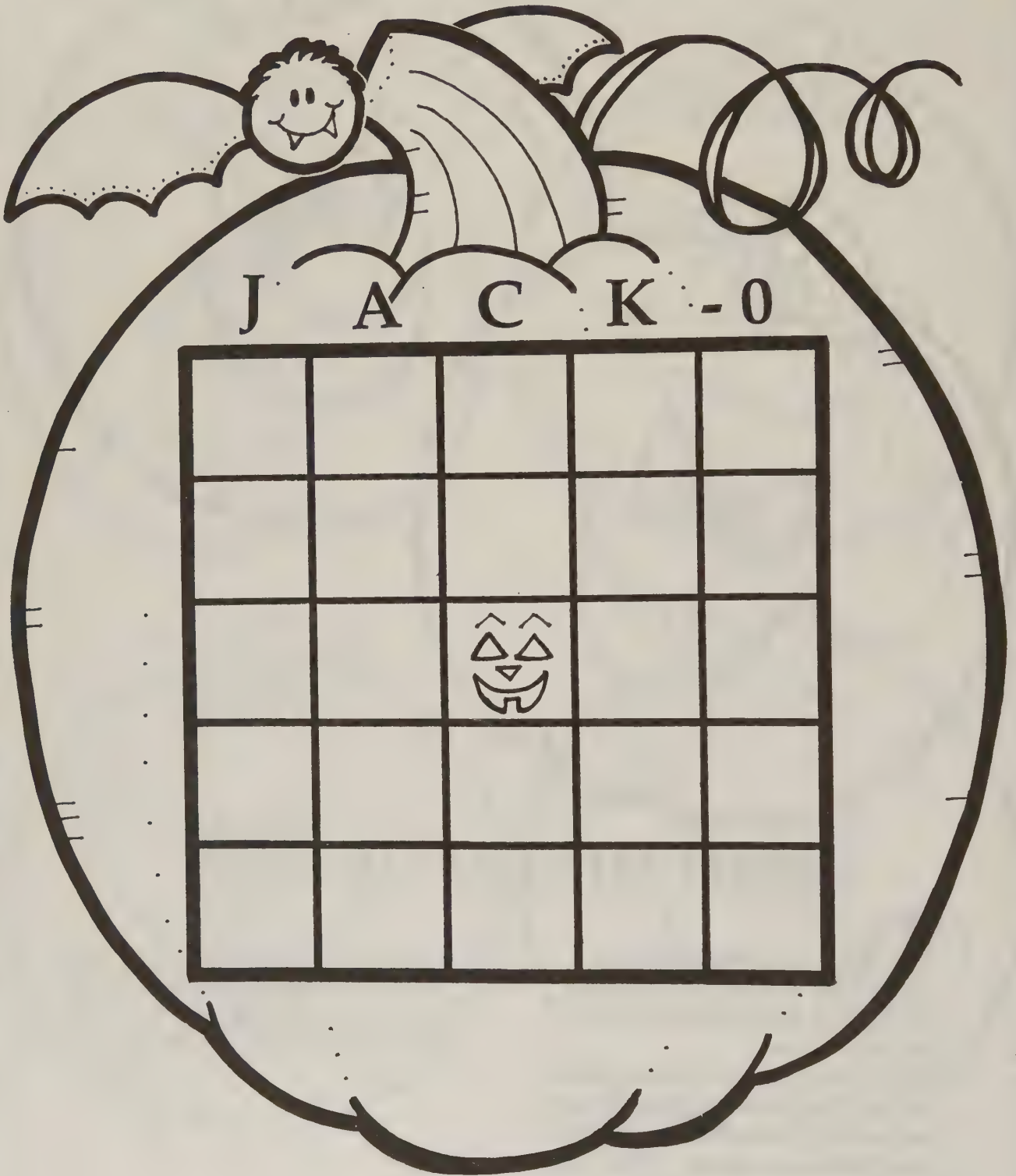


PUMPKIN PAIRS

DIRECTIONS:

1. This game is played much like "Memory" and is for 2-4 players. Spread out all cards face down on the playing area.
2. In turn each player turns over two cards. If the cards match, the player keeps them and continues his turn until there is no match. If the cards do not match, the cards are turned back face down and the next player takes a turn.
3. Play continues in this manner until all matched pairs have been found. The player with the most sets at the end of the game is the winner.

Jack-O Bingo Pattern



PUMPKIN POWER MATH

Materials needed:

Pumpkins of various sizes
(one for each group)

Scales

Measuring tapes

Large metal spoons

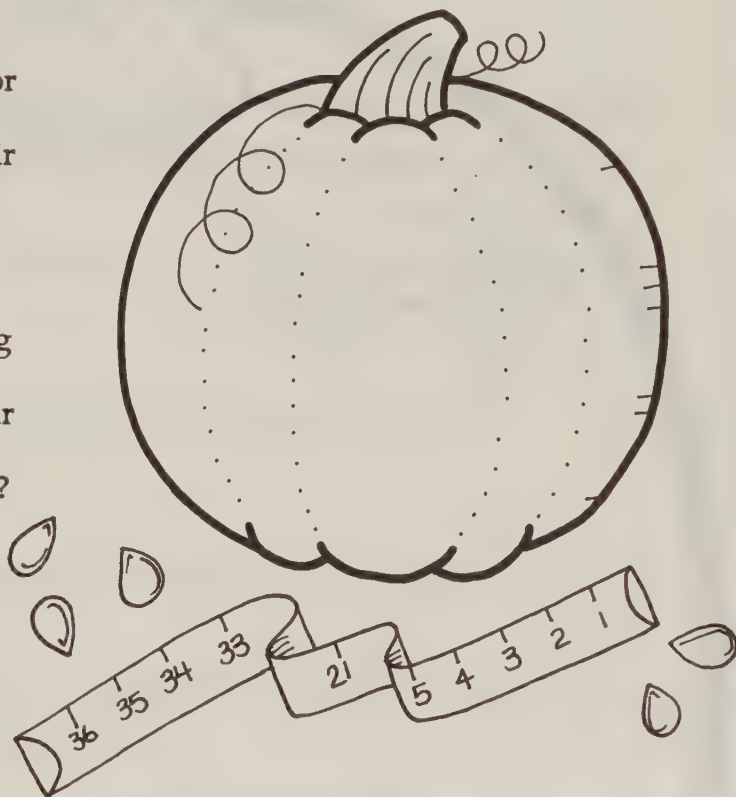
Newspaper

Give a pumpkin to each group of four or five students. Have students weigh, measure, and find other facts about their pumpkins by answering the following questions:

- How long is the stem of your pumpkin?
- How many ridges are there going around the pumpkin?
- What is the circumference of your pumpkin?
- What does your pumpkin weigh?
- How many seeds are in your pumpkin?

Have each group record their answers on a class graph, one for each question.

Note: Before starting this activity, the teacher should cut a hole in the top of each pumpkin to allow each group to count the seeds.



PUMPKIN FACTS

Make pumpkin shape books using the pattern on page 32. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the stem.

Have students practice their penmanship and learn more about pumpkins by printing the "Pumpkin Facts" found on page 33.

Variations:

Have students use the pumpkin shape books to write their own pumpkin stories, or enlarge the pattern to make a class big book.



Pumpkin Shape Book Pattern



PUMPKIN FACTS

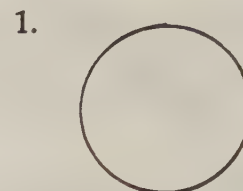
- There are two groups of pumpkins: big orange stock pumpkins and cheese pumpkins.
- Pumpkins belong to the gourd family.
- Big orange stock pumpkins were developed by the Native Americans and are used for jack-o'-lanterns.
- The cheese pumpkin is used for commercial canned pumpkin.
- Pumpkins grow on trailing vines which have broad, prickly leaves.
- Pumpkins are a vegetable related to squash.
- Most pumpkins weigh 15-30 pounds, but they can weigh as much as 200 pounds.
- Pumpkins originated in North America.
- Seeds from related plants have been found in Mexico. The seeds are believed to be more than 10,000 years old.
- Most pumpkins are orange, but some are yellow, white or other colors.
- People use pumpkin in many recipes, from pumpkin pies to roasted pumpkin seeds.

HERE'S A PUMPKIN

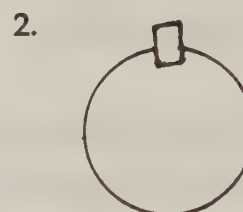
(flannel board rhyme sung to the tune of "Where is Thumbkin?")

Note: For this flannel board rhyme, you will need an orange circle, a green stem, two round black circles for the eyes, a black triangle for the nose, and a smile with two teeth (square shapes) cut out of the smile. As you sing each verse, add the different parts as shown below.

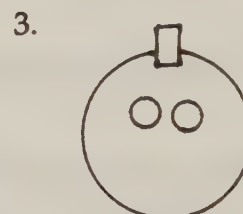
Here's a pumpkin, here's a pumpkin,
Orange and round, orange and round.
Started as a seed, sprouted and then blossomed.
Grew and grew, on the ground.



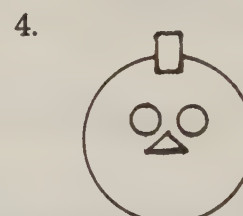
Here's the top hat, here's the top hat,
Right on top, right on top.
First you carve around it, to take all the seeds out,
Off it pops, off it pops.



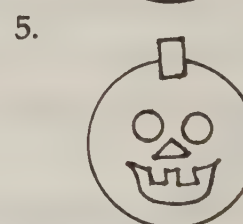
Here are two eyes, here are two eyes,
Round as can be, round as can be.
First you carve the right one, then you carve the left one,
Looking at you, looking at me.



Here's a big nose, here's a big nose,
With three sides, with three sides.
Two points at the bottom, one point at the top,
Cannot hide, cannot hide.



Here's a big grin, here's a big grin,
Glad as can be, glad as can be.
Look what's in the middle, two squares that are little,
Must be teeth, must be teeth.



Where's the pumpkin, where's the pumpkin?
We've just seen, we've just seen,
How you carve a pumpkin, to make a jack-o'-lantern,
For Halloween, for Halloween.

6. (point to the jack-o'-lantern)

Natalie Hill

MR. PUMPKIN

(finger rhyme)

Note: Before doing this finger rhyme you may want to try drawing a jack-o'-lantern face on your right thumb.

Old Mr. Pumpkin
Hiding in a box,
Take off the top,
And out he pops!

(fist with right hand, thumb inside)
(left hand covers right fist)
(remove left hand)
(thumb pops out)

Author unknown



HALLOWEEN PUMPKINS

Pumpkins large, pumpkins small,
Pumpkins short, pumpkins tall,
Pumpkins orange, pumpkins green,
All for us on Halloween.

(author unknown)



JACK-O'-LANTERN RELAY RACE

Divide into teams. Each team will need an orange paper pumpkin with rolled pieces of tape positioned several inches apart on the area of the eyes, nose, and mouth. Each pumpkin should be taped to a wall at the children's eye level. They will also need black paper eyes, nose, and mouth. Each player will need a straw.

To begin play, all teams stand in a single-file line at the starting point. At a given signal, team members take turns moving a part of the face from the starting point to the pumpkin. This is done using the straw and inhaling to keep the face part on the end of the straw. If the face part falls before reaching the pumpkin, the player must return to the starting point and try again. The first team to move all of the

face parts to the pumpkin, thereby creating a jack-o'-lantern, wins the game.

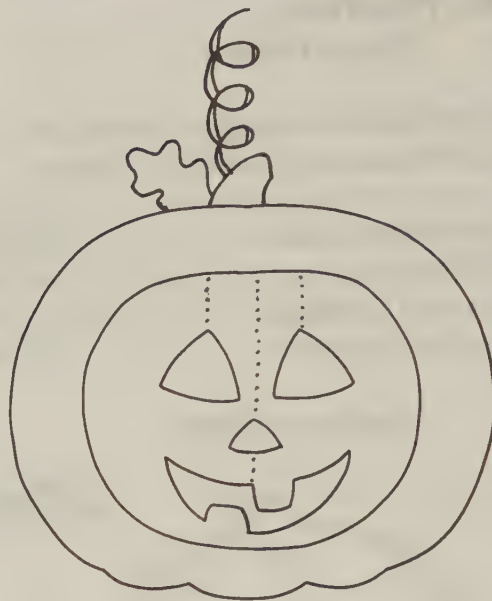
Note: Once a team member has reached the pumpkin with the face part, he may use his hands to place the part on the tape.

Variation:

Using the same materials and also a blindfold for each team, have each team make the jack-o'-lantern's face the same way you would in the game "Pin the Tail on the Donkey." Each team member puts one part of the face on the pumpkin after being blindfolded and turned around in circles. The team whose pumpkin looks most like a jack-o'-lantern wins!

JACK-O'-LANTERN MOBILE

Use the patterns on pages 37-38 to make a jack-o'-lantern mobile. Reproduce one copy of the pumpkin vine and two copies of all other patterns for each child. Let the children color the pieces the appropriate colors. Glue matching face parts back to back with the end of a string sandwiched between them, allowing them to dangle in the center of the pumpkin. Note that the nose and mouth pieces are glued on the same string. Glue the top part of the pumpkin back to back with the stem part of the pumpkin and the leaf between them. The vine spirals out of the top of the stem. (See diagram at right.)

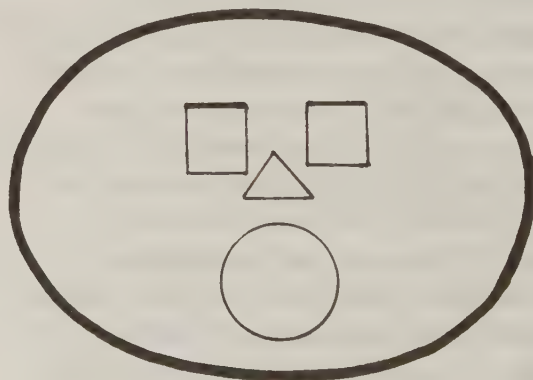


3-D JACK-O'-LANTERN

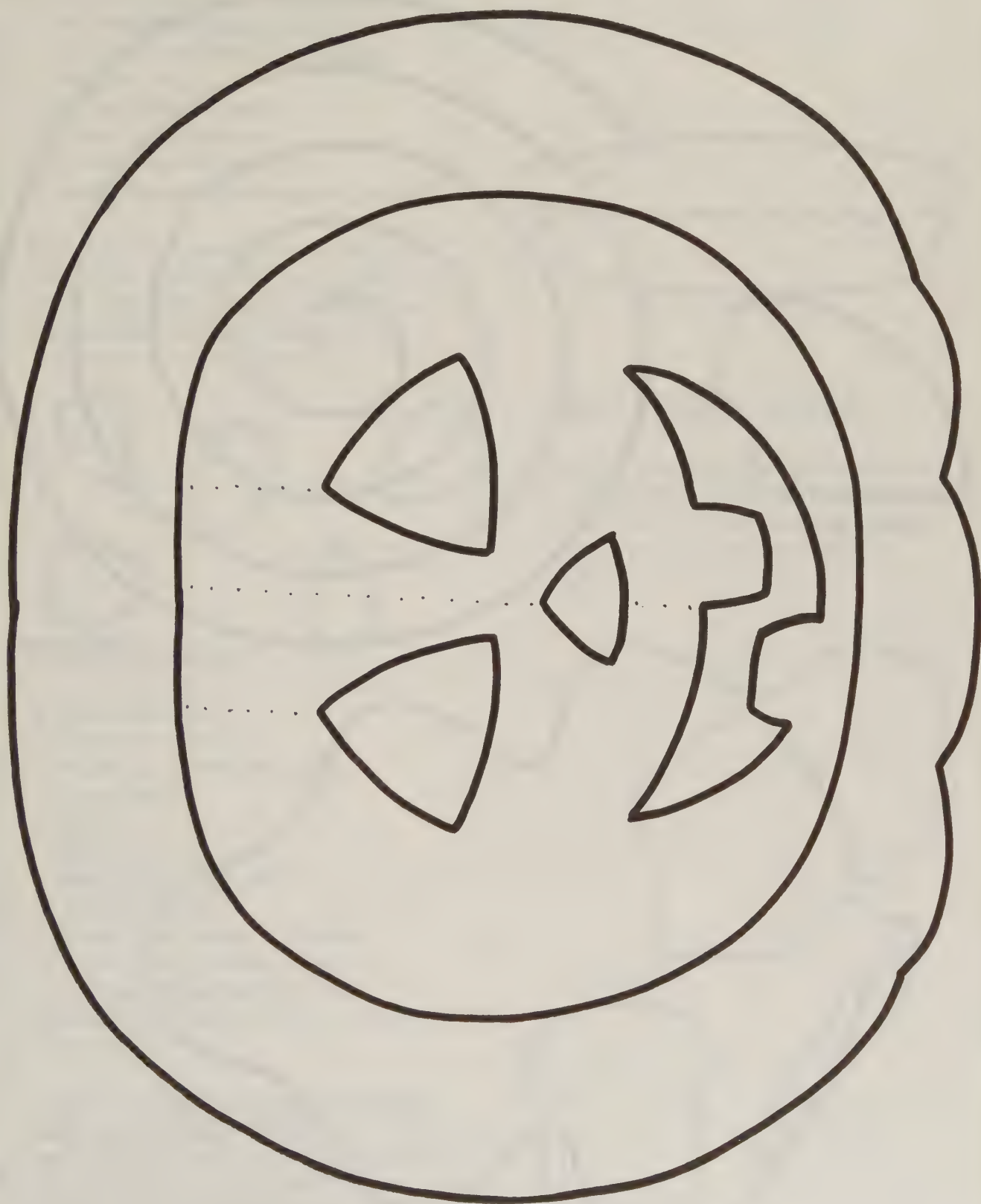
Using a 9"x 12" sheet of orange construction paper, have each student turn the paper so it is wide and either draw or cut out a jack-o'-lantern face in the center of the paper. Glue the short ends of the paper together to form a cylinder. Use 1"x12" orange strips to make the round shape of the pumpkin by gluing the end of each strip at the top inside part of the cylinder, letting the strip bow out away from the cylinder and gluing the bottom of the strip to the bottom inside part of the cylinder. Glue the strips at intervals around the entire cylinder. (See diagram at left.)

JACK-O'-LANTERN FACE SHAPES

For preschool children, use basic shapes to make jack-o'-lanterns. Use a large orange circle for the pumpkin and small black squares, triangles, rectangles, and ovals for the face parts. Chances are each jack-o'-lantern will vary depending on the shapes the children choose to use.



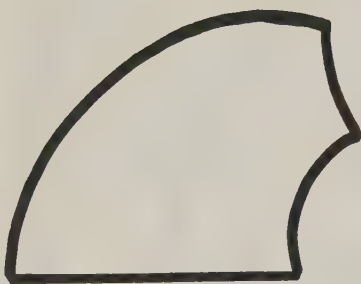
Jack-o'-Lantern Mobile Patterns



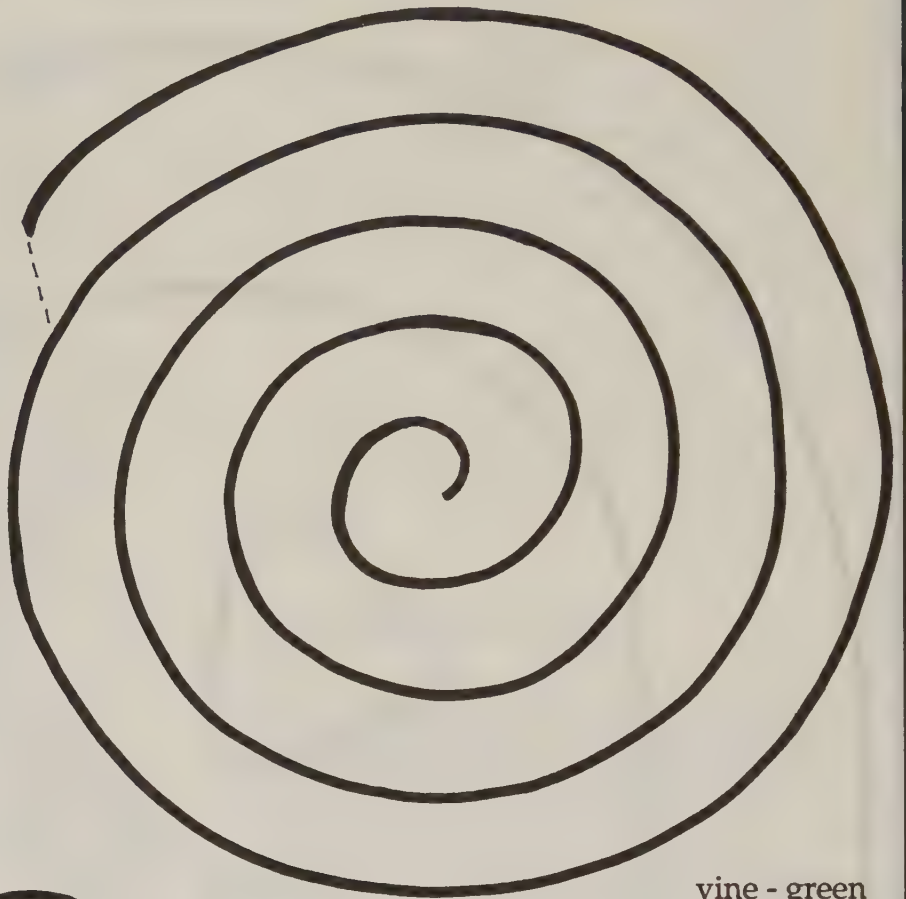
pumpkin - orange

eyes, nose, mouth - black

Jack-o'-Lantern Mobile Patterns



stem - green



vine - green

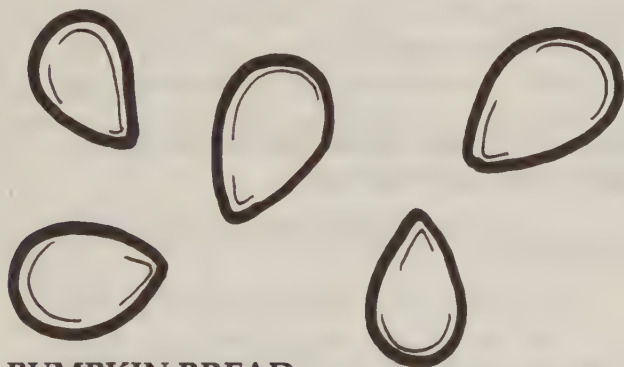
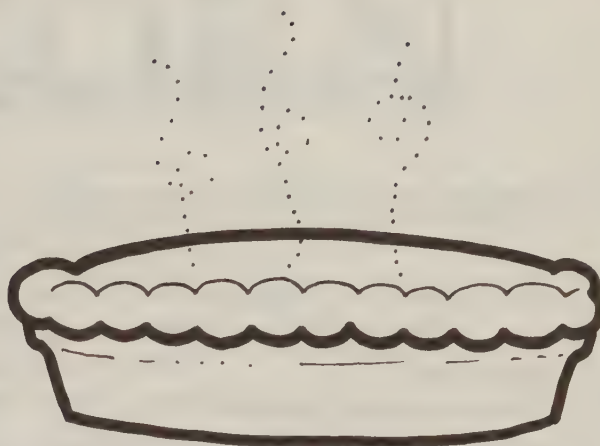


leaf - green

QUICK 'N EASY PUMPKIN PIE

1 package instant vanilla pudding
1 teaspoon pumpkin pie spice
1 small can commercial pumpkin
1 cup cold milk
1/2 teaspoon cinnamon
1/2 teaspoon nutmeg
1 graham cracker pie shell
8 ounce container of whipped topping

Mix first six ingredients well and pour batter into graham cracker crust pie shell. (Available at any grocery store.) Refrigerate one hour before serving. Top with whipped topping.



ROASTED PUMPKIN SEEDS

After carving your pumpkin, save and clean the seeds. Roast in the oven with a small amount of cooking oil at 250 degrees for 15 minutes or slightly longer.

PUMPKIN BREAD

1-1/3 cups sugar
1/3 cup shortening
8 ounces of canned pumpkin
1/3 cup water
2 eggs
1-2/3 cups flour
1 teaspoon baking soda
3/4 teaspoon salt
1/2 teaspoon ground cinnamon
1/2 teaspoon ground cloves
1/4 teaspoon baking powder
Optional: 1/3 cup each of chopped nuts and raisins.

Cream shortening and sugar together. Add eggs, pumpkin, and water. Sift dry ingredients together and add to mixture. Stir in nuts and raisins. Pour into greased and floured loaf pan. Bake at 350 degrees for 60-70 minutes.



OTHER PUMPKIN RESOURCES

CHILDREN'S BOOKS

THE BIGGEST PUMPKIN EVER by Steven Kroll
(Holiday House, 1984)

Summary:

Two little field mice fall in love with the same pumpkin. As neither mouse knows what the other one is doing, both mice nurture and give extra care to this pumpkin. When they find out about each other, how will they decide what to do with the pumpkin?

THE VANISHING PUMPKIN by Tony Johnston
(Putnam, 1983)

Summary:

A 700-year-old woman and an 800-year-old man, both witches, go searching on Halloween night for the pumpkins someone snatched from them.

MOUSEKIN'S GOLDEN HOUSE by Edna Miller
(Prentice Hall, 1964)

Summary:

Mousekin finds himself a perfect winter retreat, an old discarded jack-o'-lantern, which he lines with milkweed to keep him warm for a long winter nap.

CHILDREN'S POETRY

"The Pumpkin" by Robert Graves
SING A SONG OF POPCORN by Beatrice Schenk de Regniers (Scholastic, 1988)

RESOURCE BOOKS

THE ALL-AROUND PUMPKIN BOOK by Margery Cuyler
(Holt, Rinehart and Winston, 1980)

Summary:

Presents little-known facts about pumpkins. Also includes recipes and craft projects using pumpkins, along with planting hints and suggested carving techniques.

POPCORN

THE POPCORN DRAGON

by

Jane Thayer

William Morrow & Co., 1990

•Summary

Dexter the Dragon is a show-off! He loves to show the other animals how he can blow smoke rings. When the other animals tire of his act, Dexter finds himself alone and without any friends. Later, while napping in a cornfield, he soon wakes to find he's surrounded by many friends and a wonderful smell.

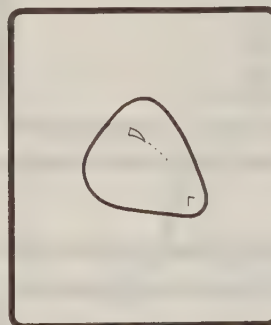
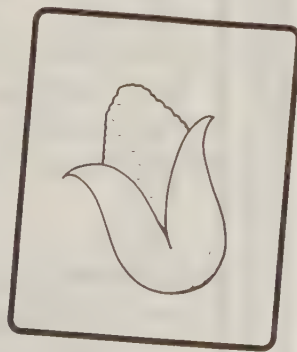
POPCORN SEQUENCE CARDS

This activity helps students learn and recall the growth sequence from the seed to the popping of popcorn. Use the cards to show the correct sequence. This can be done individually or as a group.

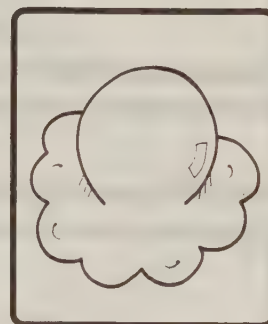
Preparations:

Use the patterns on page 42.

Reproduce, color, cut out, mount onto tagboard, and laminate the popcorn sequence cards.



GO POP !



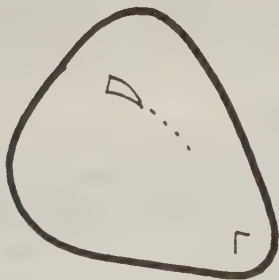
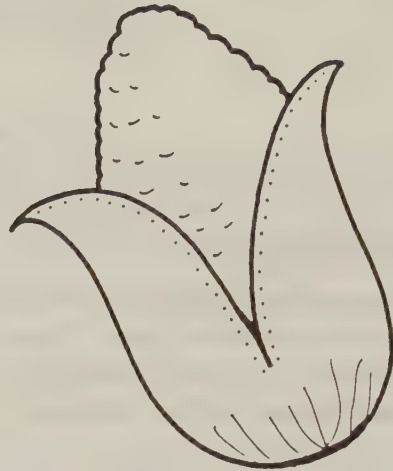
This is a card game which lets students practice their science and sequencing skills with the growth cycle of popcorn.

Preparation:

Use the patterns on page 42. Make eight sets of popcorn sequence cards. Color code each set differently by coloring the edges of each set its own color. Then, prepare as instructed in the previous activity.

Assemble a game envelope. Reproduce page 43 and color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 43.

Popcorn Sequence Cards

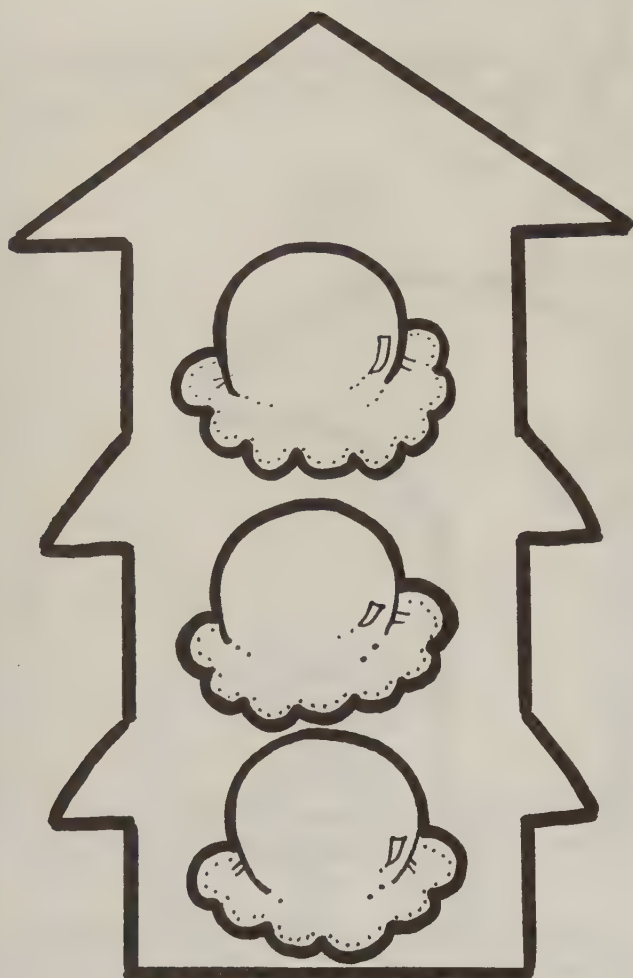




Go Pop!

DIRECTIONS:

1. This game is for 2-4 players. Deal six cards to each player. Put remaining cards face down in a draw pile with one card face up in a discard pile.
2. In turn, each player draws one card from another player, the draw pile, or the discard pile.
3. After drawing a card, the player must discard one card to the discard pile. If a card is drawn from another player's hand, then that player draws a card from the draw pile. Players should have SIX cards in their hands at all times.
4. When a player gets a complete set (all four cards of the same color, showing each step of the growth cycle), he lays his set down and then draws four new cards from the draw pile. Play continues in this manner until all cards from the draw and discard piles are gone.
5. The player with the most complete sets at the end of the game wins!



POPPER ON - POPPER OFF

This game is played much like the game "Red Light - Green Light." Have the children pretend to be popping kernels of popcorn. Choose one player to be "it." He stands 12-15 feet in front of the line of popping children. When he says, "popper on," he turns his back to the line and the other children jump (pop) as quickly as they can toward the person who is "it." When he says, "popper off," the children must immediately stop popping before he turns quickly to face them. If the person who is "it" sees any popping movement then the person he saw has to go back to the starting line. Those who were not seen moving remain in their places. Play continues in this manner until a popcorn kernel touches the person who is "it" and is then considered popped out of the popcorn popper. That child then becomes "it."

POPPING MOVEMENT

Have the children observe the movement of popcorn kernels in a popcorn popper. After they have watched one batch of popcorn, pop a second batch and have them pretend they are the kernels inside the popper. When you turn the popper on, have the children imitate kernels by starting out all curled up and gradually squirming up onto all fours. As they begin to hear the kernels popping, students get into a squat position and, one at a time, pop out into puffy pieces of popcorn.



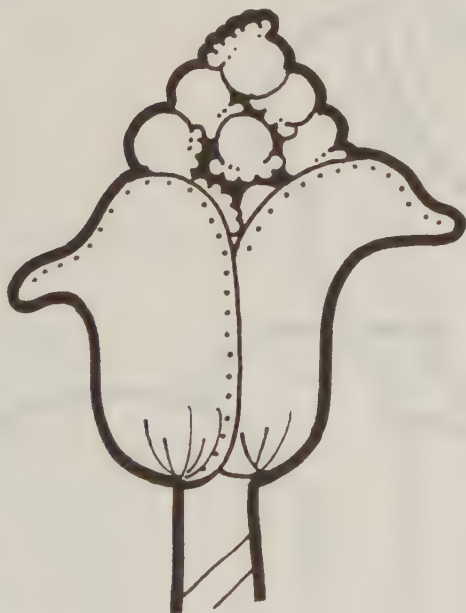
POPCORN SCRAMBLE

This is a game to help reinforce spelling skills.

Preparation:

Use the popcorn patterns on page 46. Reproduce, color, cut out, mount onto tagboard, and laminate as many popcorn puffs as needed. Using the words *italicized* below, or words of your own (they can be spelling words), label one popcorn shape for each letter of a word. Have the children try to unscramble each word by manipulating the set to form the word.

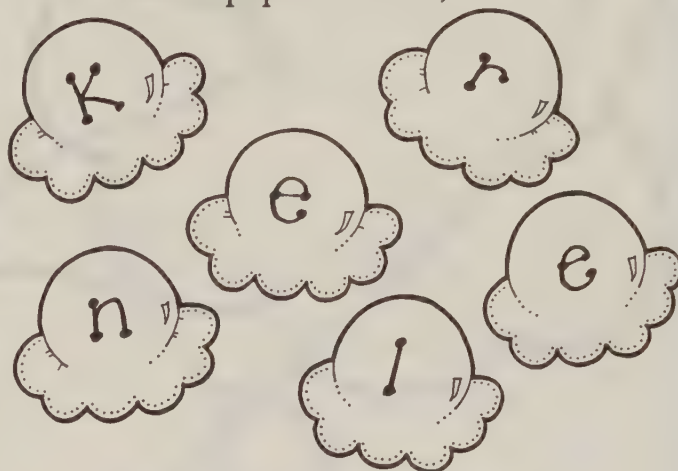
popcorn, puffy, white, kernel, pop, popper, heat, butter, salt, explode, crunch, fluffy



POPCORN MOSAIC

Have students create their own mosaics by gluing and arranging popcorn on paper. Use popped or unpopped kernels of colored popcorn (available in most grocery or specialty stores). Students may even want to create their own kind of popcorn dragon.

HINTS: Code each word differently, by using a number or color on the back side of all playing pieces. This keeps word sets separate. Store each word set in its own separate container. (You may want to use real popcorn boxes.)



POP ART

Use the patterns on page 47 to make your own popcorn-on-the-cob.

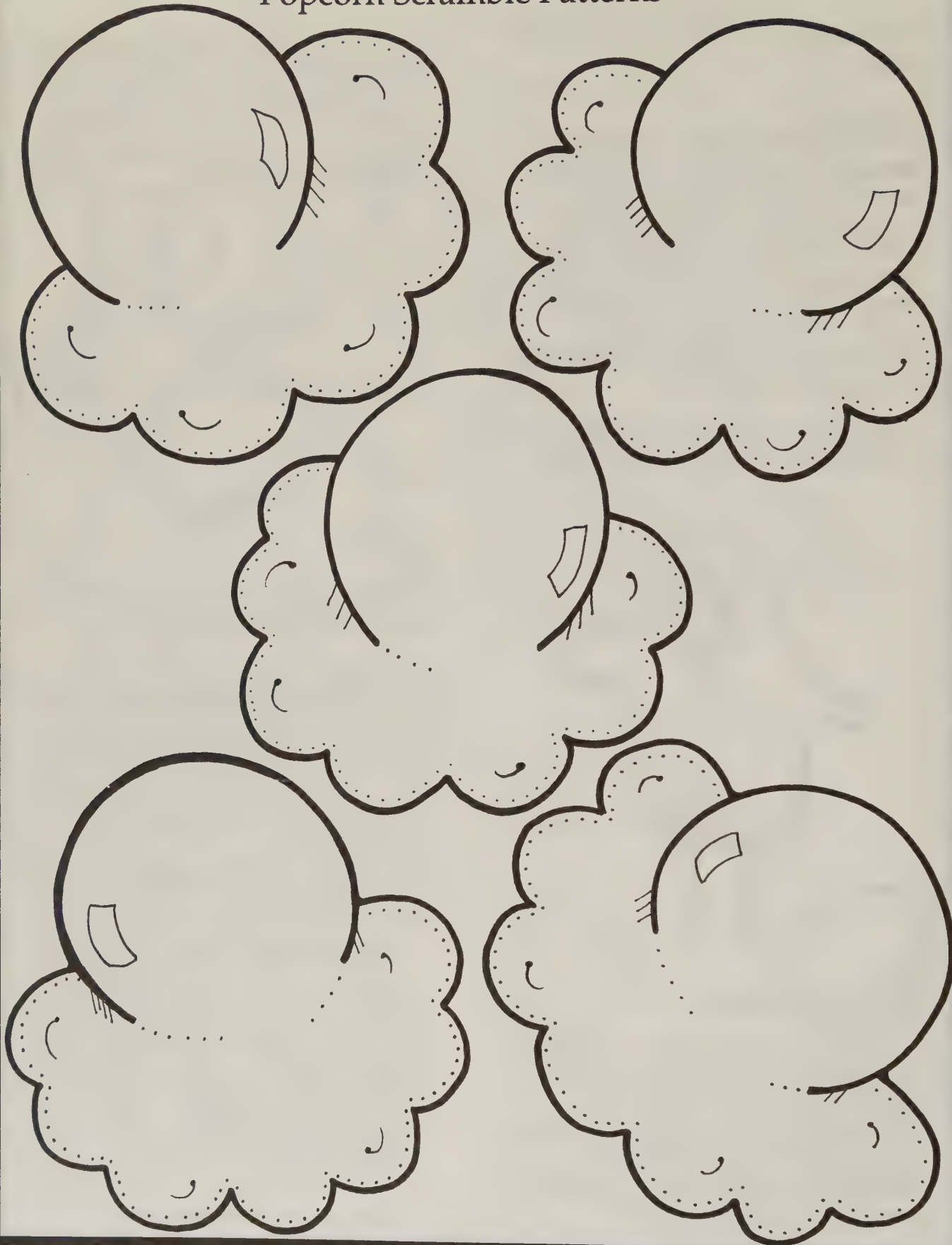
Preparation:

For each student, reproduce and cut two corn husks on green construction paper and one corn cob on yellow construction paper. Use popped popcorn and glue it on the top 2/3 of the corn cob. Fasten the corn husks to the corn cobs using paper fasteners.

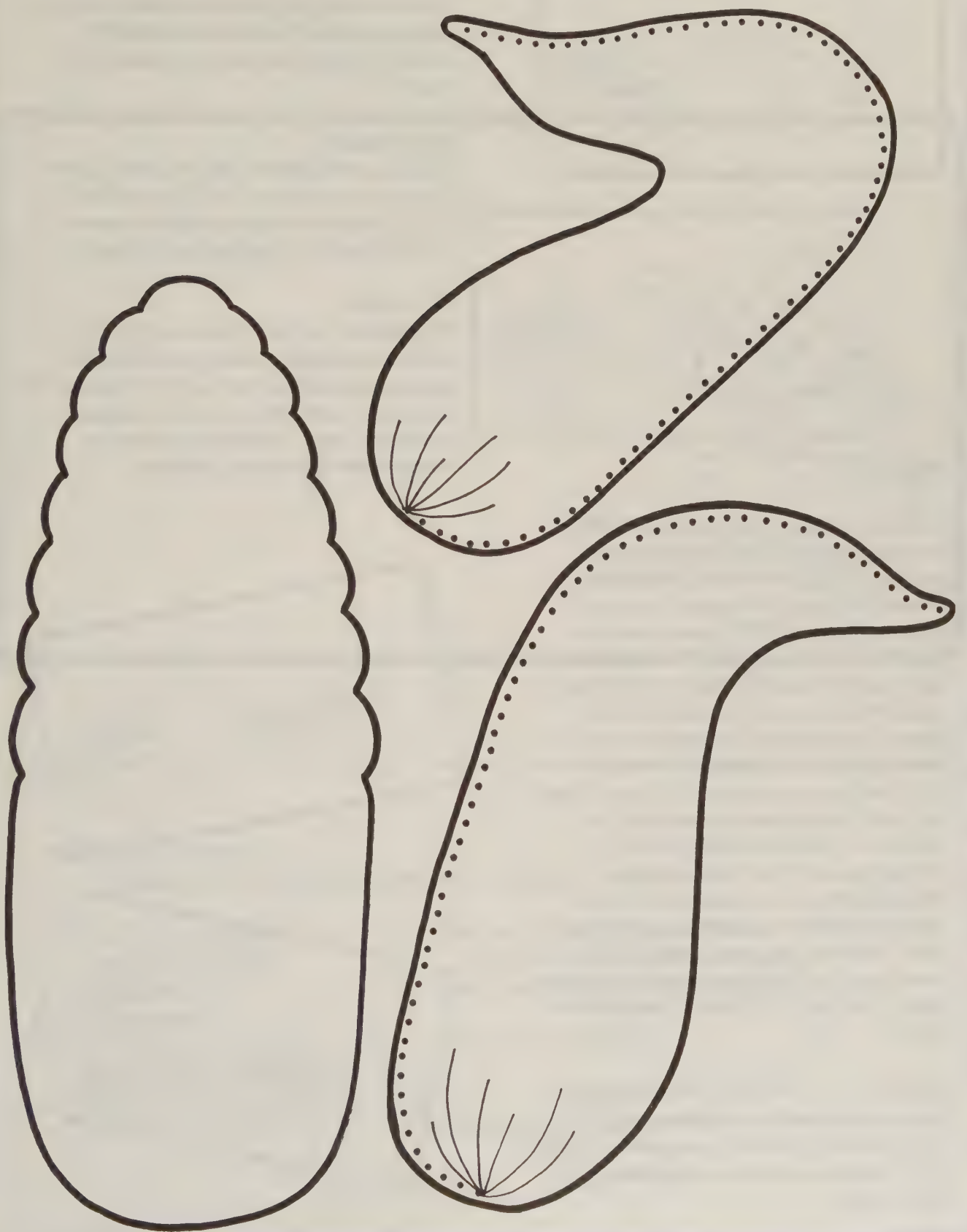
Do this activity after reading *The Popcorn Dragon*.

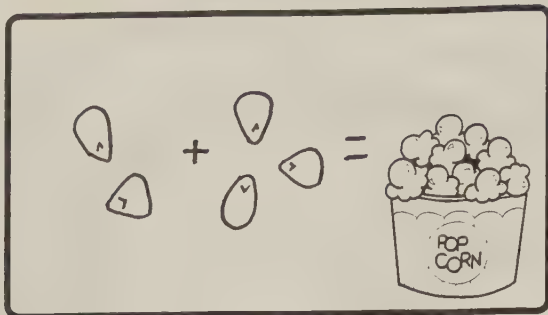


Popcorn Scramble Patterns



Pop-Art Corn Husks and Corn Cob Patterns





POP-UP

Children will be "popping up" with correct answers when you play this game. The object of the game is for a student to pop all around the room challenging all of his classmates and correctly answering the problems on the drill cards. Begin by having one child stand behind another child, who is seated at his desk. The teacher shows the students a drill card. These two children compete to be the first to "pop up" with the correct answers to the problem. The child who gives the correct answer first moves on to challenge the next child, leaving the child left behind to remain seated or to take a seat in the empty desk. Play continues in this manner until students have "popped" all the way around the room.

NOTE: Drill cards may be basic math facts, sight words, numbers, colors, etc. Use the card pattern on page 49 to make your own set, or use a commercial set of flash cards.

EXPLODING MATH FACTS

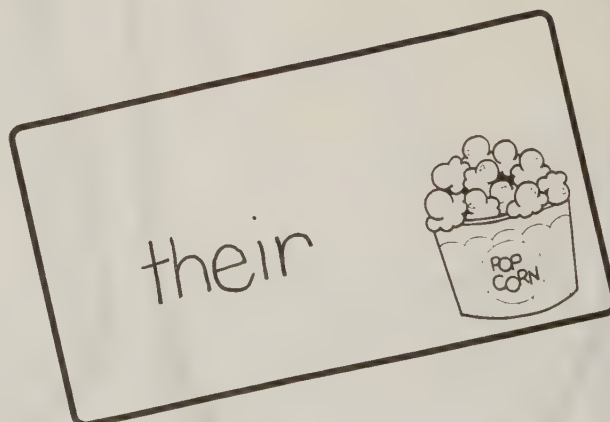
Let children practice their math facts by matching math sentence cards with answer cards. (See example shown at left.)

Preparation:

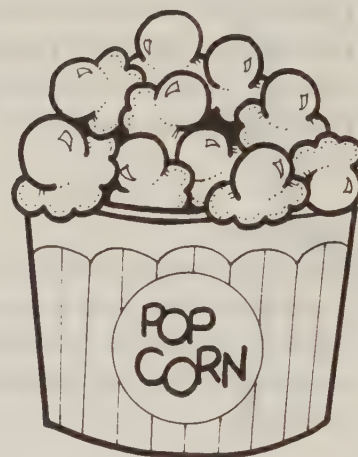
Use the card pattern on page 49. Glue popcorn kernels on a math sentence card. Make a corresponding answer card to match using popped popcorn.

Variation:

Divide the children into two groups. Give each child in one group a math sentence card and each child in the other group an answer card. At the signal, children "pop" around the room to locate their matching partners.



Exploding Facts Card/Pop-up Card



POPPING POPCORN

(action rhyme sung to the tune of "I'm a Little Teapot.")

1. Here is the popper. *(Interlock fingers on inside of palms
Where is the heat? and close hands around your fingers.)*
2. Let's turn it on *(Slowly open hands away from fingers.)*
So we can eat!
3. The kernels are inside *(Fingers start to wiggle)*
Getting warm and hot.
Soon we'll hear them all go . . .
4. POP, POP, POP, POP, POP! *(Pop up a finger each time you say POP!)*

Natalie Hill

POPPING GOOD FACTS

Make popcorn shape books using the pattern on page 51.

Preparation:

Reproduce the cover, and then cut pieces of lined paper the same shape as the cover. Staple the cover and lined pages together at the top.

Have students practice their penmanship and learn more about popcorn by printing the popcorn facts found on page 52. Do this activity after reading Tomie de Paola's, *The Popcorn Book*.

Variation:

Have students use the popcorn shape books to write their own popcorn legends or use the books to record answers for the popcorn math fair activity.



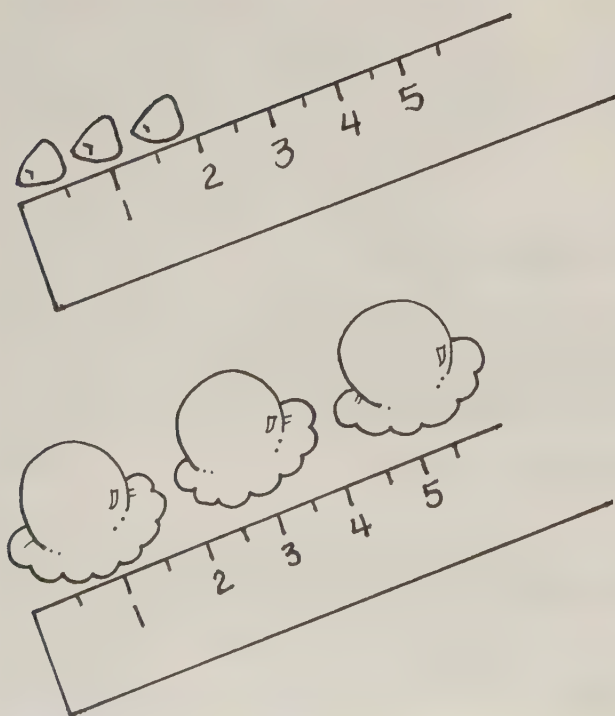
POPCORN MATH FAIR

During this activity, students will be divided into groups, where they will answer questions about the differences between popcorn kernels and popped popcorn.

Preparation:

Use the popcorn math fair cards and follow the directions for each station listed on pages 53-58. Reproduce, cut out, mount on tagboard and glue popcorn kernels or popped popcorn to the corresponding cards.

Materials needed for this activity are a scale which measures grams, two one-foot rulers, two small jars of the same size, two jar lids, two fifty-cent pieces, two circles of different sizes, and popped and unpopped popcorn.



Popcorn Shape Book Pattern



Popping Good Facts

- Drawings in caves indicate that popcorn has been around for more than 4,000 years.
- Popcorn is the oldest of the three main types of corn: field corn, sweet corn, and popcorn.
- When Columbus came to the New World, he saw Native Americans selling popcorn and wearing it as jewelry.
- The Pilgrims ate popcorn with cream as a breakfast food.
- Each American eats an average of 2-1/2 pounds of popcorn each year.
- Plain popcorn has only 25-50 calories per cup.
- Popcorn pops when the moisture in the heart of the kernel is heated. It expands until it has to pop!
- The kinds of popcorn most commonly used are white hull-less and yellow hull-less.
- The biggest popcorn kernels are called "Dynamite" and "Snowpuff."
- The favorite seasons for eating popcorn are fall and winter.
- Americans eat more popcorn than anyone else.
- The Algonquin Indians, who came to the first Thanksgiving dinner, brought popcorn in a deerskin pouch.

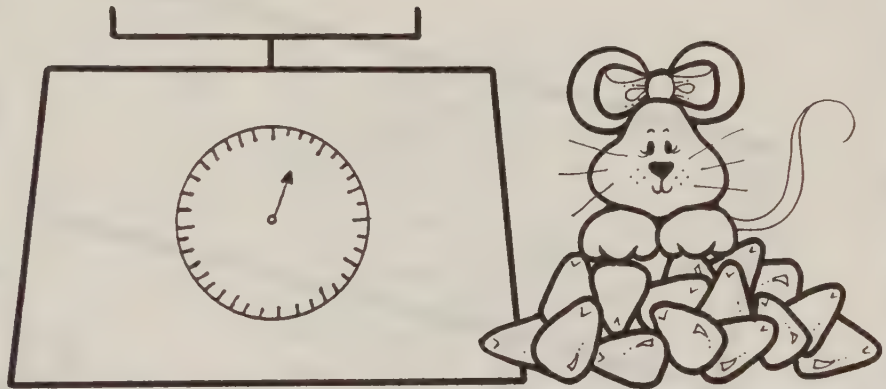
Popcorn Math Fair Cards

STATION #1: WEIGHT

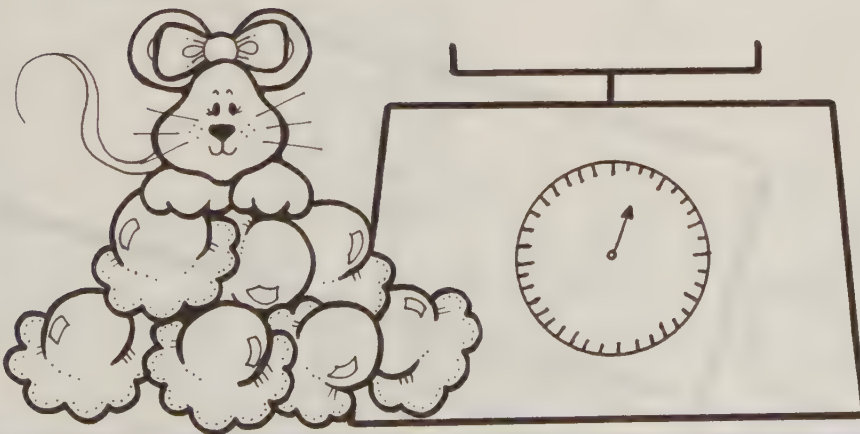
Assemble cards as instructed on page 50. Glue popped or unpopped popcorn on top of the appropriate scales on the cards below.

Display these two cards, and provide students with a scale that measures grams. Give students the same number of popped and unpopped kernels, and have them compare weights on the scale.

How much do the unpopped kernels weigh?



How much do the popped kernels weigh?



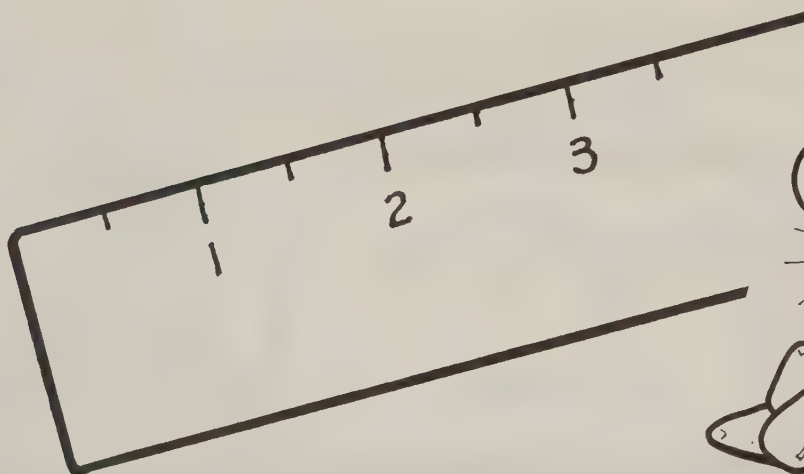
Popcorn Math Fair Cards

STATION #2: LENGTH

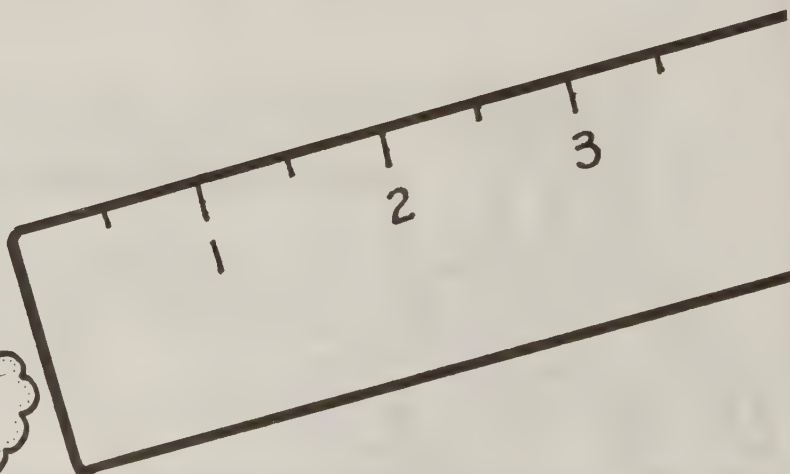
Assemble cards as instructed on page 50. Glue popped or unpopped popcorn along the side of each ruler up to the one-inch mark on each of the corresponding cards.

Display these two cards. Provide students with two one-foot rulers and some popped and unpopped popcorn. Have students lay the kernels side by side until they make one foot.

How many unpopped kernels laid side by side does it take to equal one foot?



How many popped kernels laid side by side does it take to equal one foot?

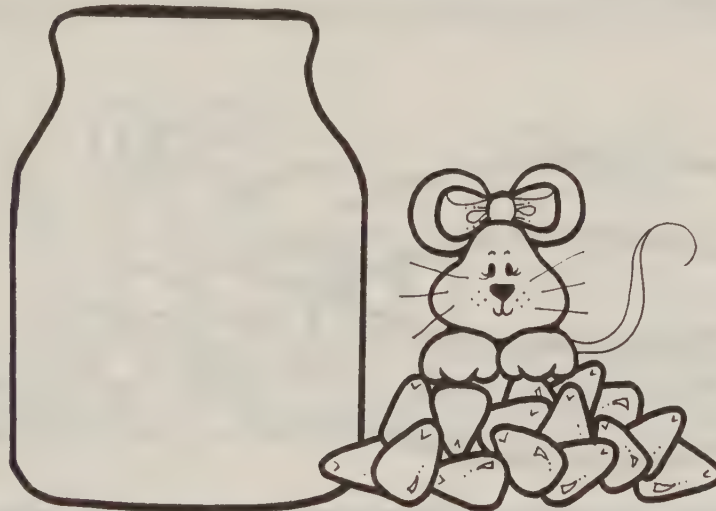


Popcorn Math Fair Cards

STATION #3: JAR COUNT

Assemble cards as instructed on page 50. Glue popped or unpopped popcorn, positioned to look like it is falling out of the jar, to the appropriate cards below. Display these two cards. Provide two small jars of the same size, one with popped popcorn and the other with unpopped popcorn.

How many unpopped kernels does the jar hold? (Estimate or guess, then count them.)



How many popped kernels does the jar hold? (Estimate or guess, then count them.)



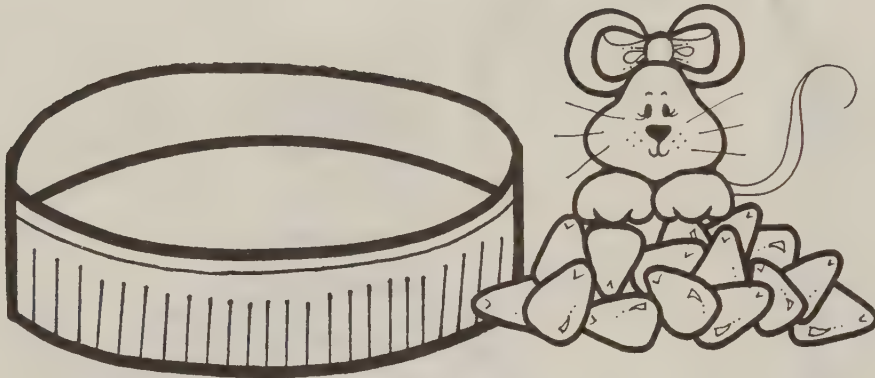
Popcorn Math Fair Cards

STATION #4: LID COUNT

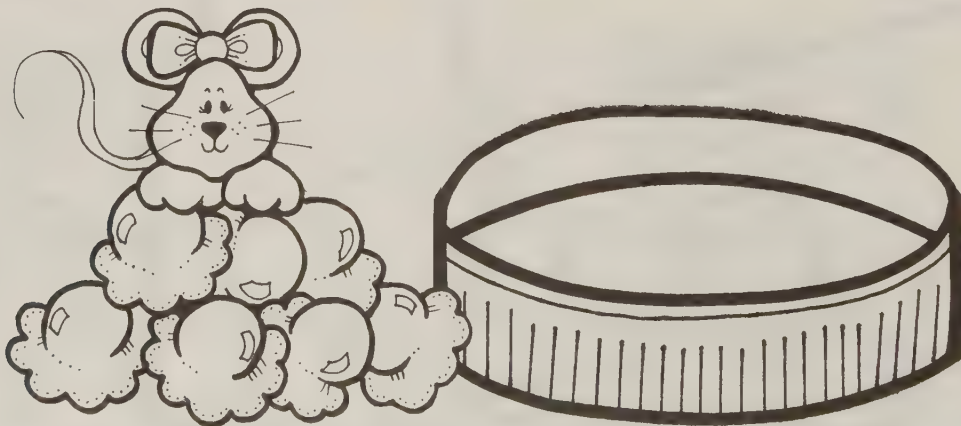
Assemble cards as instructed on page 50. Glue popped or unpopped popcorn inside of the lid on the appropriate cards below.

Display these two cards. Provide two jar lids of the same size, along with popped and unpopped popcorn.

How many unpopped kernels would it take to cover the bottom of the lid with one layer?



How many popped kernels would it take to cover the bottom of the lid with one layer?



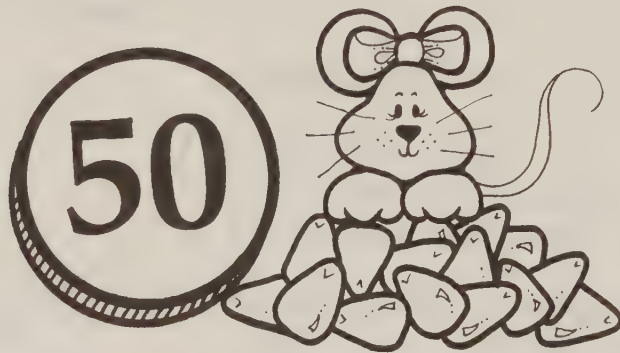
Popcorn Math Fair Cards

STATION #5: 50-CENT PIECE

Assemble cards as instructed on page 50. Glue popped or unpopped popcorn on the fifty-cent piece on the appropriate card below.

Display these two cards. Provide two fifty-cent pieces, along with popped and unpopped popcorn.

About how many unpopped kernels do you think could be stacked on a fifty-cent piece before one falls off?



About how many popped kernels do you think could be stacked on a fifty-cent piece before one falls off?



Popcorn Math Fair Cards

STATION #6: YELLOW CIRCLES

Assemble cards as instructed on page 50. Cut a circle twelve centimeters in diameter from yellow construction paper. Punch out a small circle using a hole punch. Glue the circles to the corresponding cards. (Note: The large circle will overlap off the edge of the card.) Display these two cards.

An unpopped kernel of popcorn is usually about the size of this circle. Name 3 things smaller than this.



The largest reported kernel ever popped was as big as this circle. Name 3 foods about the same size.



LEGEND OF THE FIVE KERNELS

When the Pilgrims came to America by ship, food rations became so scarce that each person was allotted only five kernels of corn per day. After the long, cold, winter with little food, the Pilgrims planted many crops with the help of the Native Americans. At the big harvest the people showed their thanks and remembered the past hard times by placing five kernels of corn at each person's plate.

CHEESY POPCORN

1/2 cup melted butter
1/2 teaspoon garlic powder
1/2 teaspoon onion powder
2 cups shredded cheese
4 quarts popped popcorn
salt to taste

Place popcorn in a large oven-proof bowl. Sprinkle all other ingredients on top of popcorn. Heat in oven at 325 degrees until the cheese melts. Stir and enjoy!

CINNAMON APPLE POPCORN

3 quarts popped popcorn
1/4 cup butter or margarine
1 cup toasted walnuts
3 tablespoons sugar
1 teaspoon cinnamon
1 cup dried apple chunks

Combine popcorn and walnuts in a glass mixing bowl. Drizzle butter over popcorn. Combine sugar and cinnamon and sprinkle over the corn. Microwave two minutes on high. Remove from microwave and stir in apple chunks. Spread on a baking sheet to cool.

CARAMEL CORN

2 cups brown sugar
1/2 cup butter or margarine
1/2 cup white corn syrup

Stir above ingredients together and bring to a boil. Pour over five quarts of popcorn and stir till well coated.

POPCORN CAKE

1 bag of large marshmallows
1/2 cup margarine
7-8 cups popped popcorn

Melt the marshmallows and the margarine together in a double boiler or the microwave. Add this mixture to seven or eight cups of popped popcorn. Stir till all of the popcorn is coated with the marshmallow mixture. Quickly put in a buttered 9"x13" cake pan. Chill to help it set up.

Variations: Stir in candy coated chocolates, peanuts, or whatever you prefer, before placing in the pan.

OTHER POPCORN RESOURCES

CHILDREN'S BOOKS

THE POPCORN BOOK by Tomie de Paola
(Holiday House, 1978)

Summary:

This book gives many interesting facts and some trivia about popcorn. Also included are two recipes for popcorn.

CORN IS MAIZE by Alik
(Harper Collins Books, 1986)

Summary:

This is the story of corn. Describes how corn was an important part of the American settlers' lives. Also gives information about the many products which are made from this amazing plant.

POPCORN by Frank Asch
(Crown, 1987)

Summary:

Sam Bear invites his friends to an impromptu Halloween party and asks them to bring a treat. Everyone brings popcorn! When all of the popcorn is popped, they find that the entire house is full of this yummy treat.

CHILDREN'S POETRY

"Rainy Day Popcorn" (poem sung to the tune of "Old MacDonald")
Includes recipe.

CRICKET'S COOKERY by Pauline Watson (Random House, 1977)

"Mama's Poppin' Popcorn" (fingerplay)

MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"A Popcorn Song" by Nancy Byrd Turner

SING A SONG OF POPCORN by Beatrice Schenk de Regniers (Scholastic, 1988)

RESOURCE BOOKS

WHAT MAKES POPCORN POP? by Dave Woodside
(Atheneum Publishers, 1980)

Summary:

Traces the history of popcorn, describing how to grow and prepare it, its varied uses, the myths surrounding it and what makes it pop.

COOKIES

THE DOORBELL RANG

by Pat Hutchins (Greenwillow Books, 1986)

•Summary

Each time the doorbell rings, there are more people who have come to share Ma's wonderful cookies. Will she run out?

IF YOU GIVE A MOUSE A COOKIE

by Laura Joffe Numeroff (Harper & Row, 1985)

•Summary

Funny consequences arise after a boy gives a small mouse a cookie. Eventually the pattern returns all the way back to the beginning.

THE GINGERBREAD MAN

by Paul Galdone (Houghton Mifflin, 1983)

•Summary

A classic tale about a gingerbread man who outsmarts a boy, a little old man, a woman and several animals. Finally, a sly fox outwits him.

DING DONG COOKIES

This card game lets students practice their counting and number skills as well as develop their visual discrimination skills. It is played much like the game "Old Maid." Introduce this game after reading *The Doorbell Rang*.

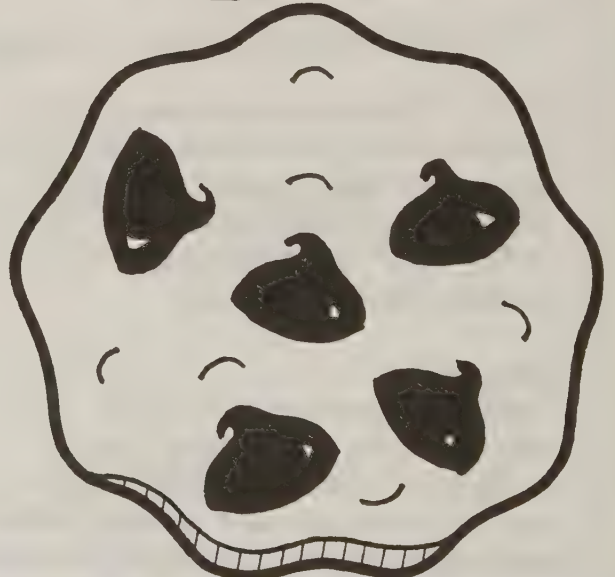
Preparation:

Use the patterns on pages 62-63. Make two sets of the "Ding Dong Cookie" cards but use only one "ding dong" card. Reproduce, color, cut out, mount onto tagboard, and laminate the cookies.

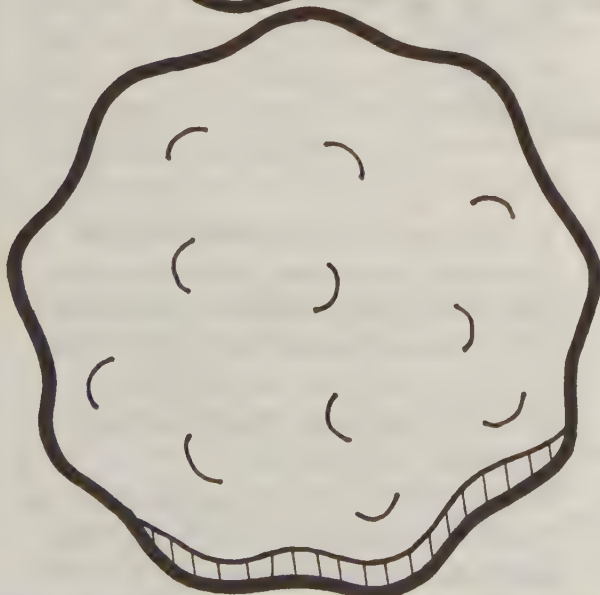
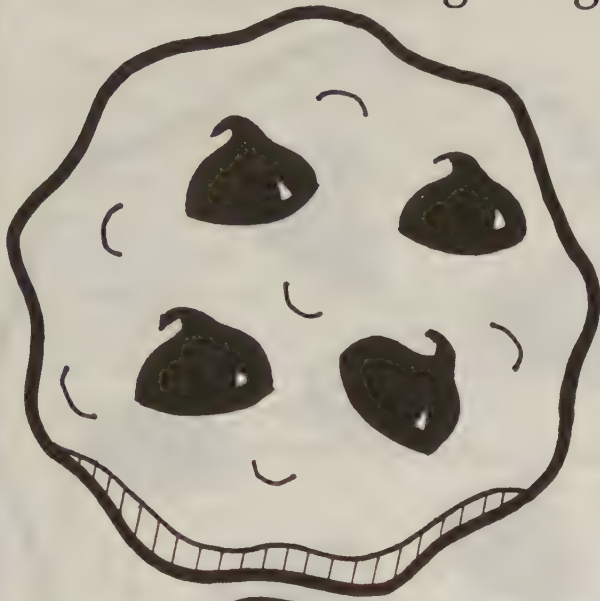


Assemble the game envelope. Reproduce page 64, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 64.

Ding Dong Cookie Patterns



Ding Dong Cookie Patterns



DING DONG COOKIES



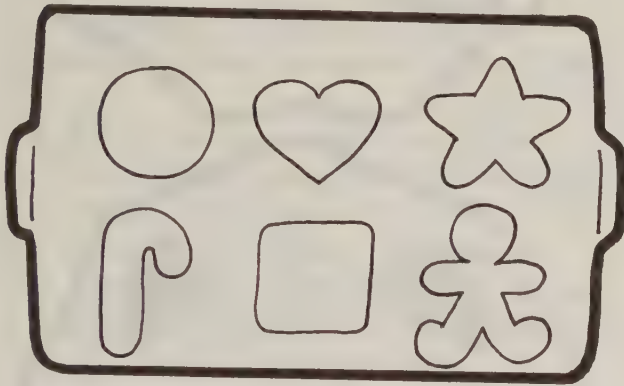
DIRECTIONS:

1. This game is played much like "Old Maid" and is for 2-3 players. Deal all cards among players.
2. Each player lays down any matched pairs he may have.
3. In turn, each player draws a card from any opponent, trying to avoid the "ding dong" cookie. If the card drawn matches another card in that player's hand, the player lays down the matched pair. Then, the turn passes to the next player.
4. Play continues in this manner until a player gets rid of all his cards. He then becomes the winner!

HOW MANY IS A DOZEN?

After reading *The Doorbell Rang*, have students figure out how many different ways they can evenly divide one dozen cookies. Try using a cookie breakfast cereal as a fun and yummy manipulative.

There are many other manipulative-type math activities students can do, such as: addition, subtraction, counting, odd and even numbers, etc.



THE WAY THE COOKIE CRUMBLES

This game helps reinforce spelling skills.

Preparation:

Use the cookie patterns on page 66. Reproduce, color, cut out, mount onto tagboard, and laminate as many cookie shapes as needed. Using the words *italicized* below, or words of your own (they can be spelling words), label one cookie shape for each letter of a word. Have the children try to unscramble each word by manipulating the set to form the word.

cookie, crumbs, chewy, hot, delicious, oatmeal, sugar, chocolate chip, oven, milk

HINTS: Code each word differently by using a number or color on the back side of all playing pieces. This keeps word sets separate. Store each word set in its own separate container.

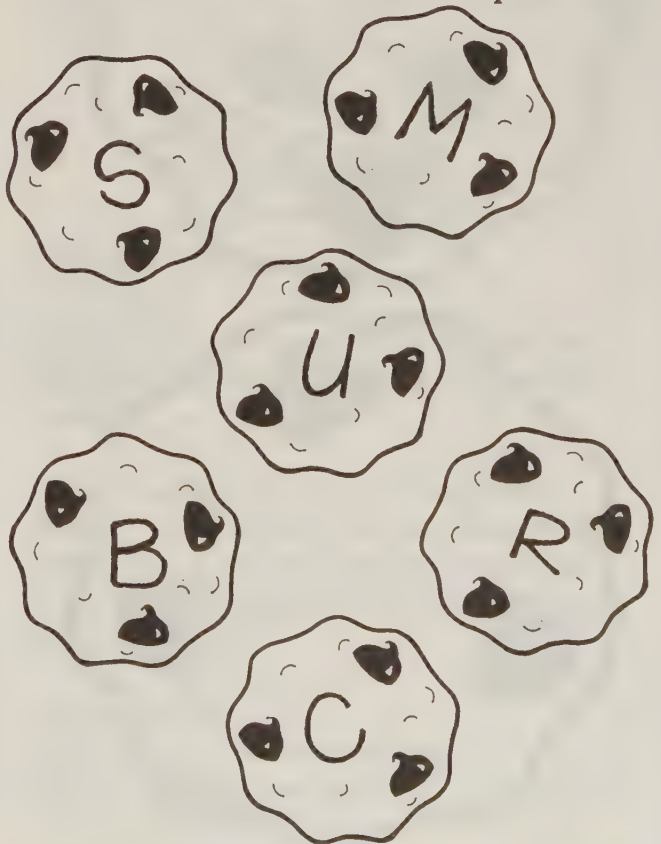


COOKIE CUTTER MATCH-UP

This game helps students develop visual discrimination skills by matching the cookie cutter with the correct cookie shape.

Preparation:

Using several different-shaped cookie cutters, trace the shapes onto contact paper. Cut the shapes out and mount onto an old cookie sheet. Then let students try their hand at matching the cookie cutters to the cookie shapes.



The Way the Cookie Crumbles Patterns



COOKIE SHAPE BOOKS

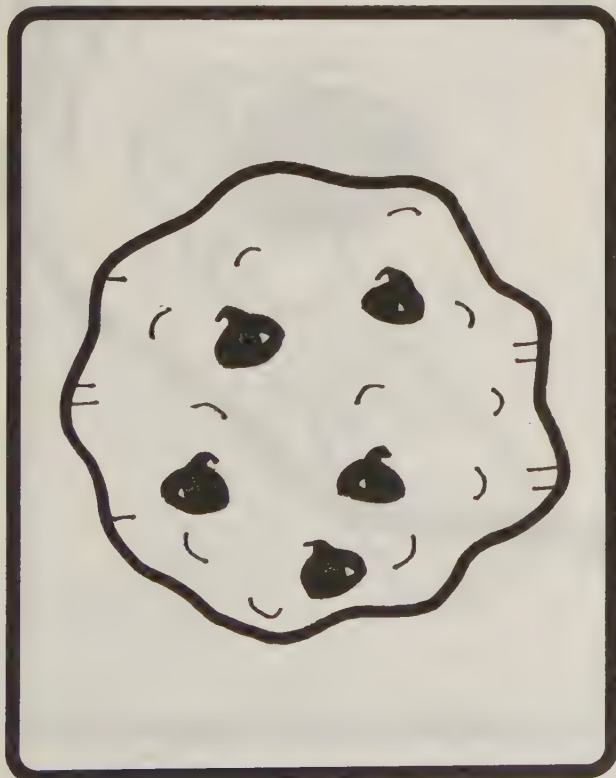
Make cookie shape books using the pattern on page 68.

Preparation:

Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and lined pages together at the top.

Have students practice their penmanship and learn more about cookies by using the following activities.

1. Make a class cookie recipe book.
Have each student bring his favorite cookie recipe and then print it in his neatest handwriting. The teacher then makes copies of each recipe so that every student has a complete set of classroom cookie recipes.
2. Have students use the cookie shape books to write their own cookie stories or enlarge the pattern and make a class big book.



STORY ITEM CARDS

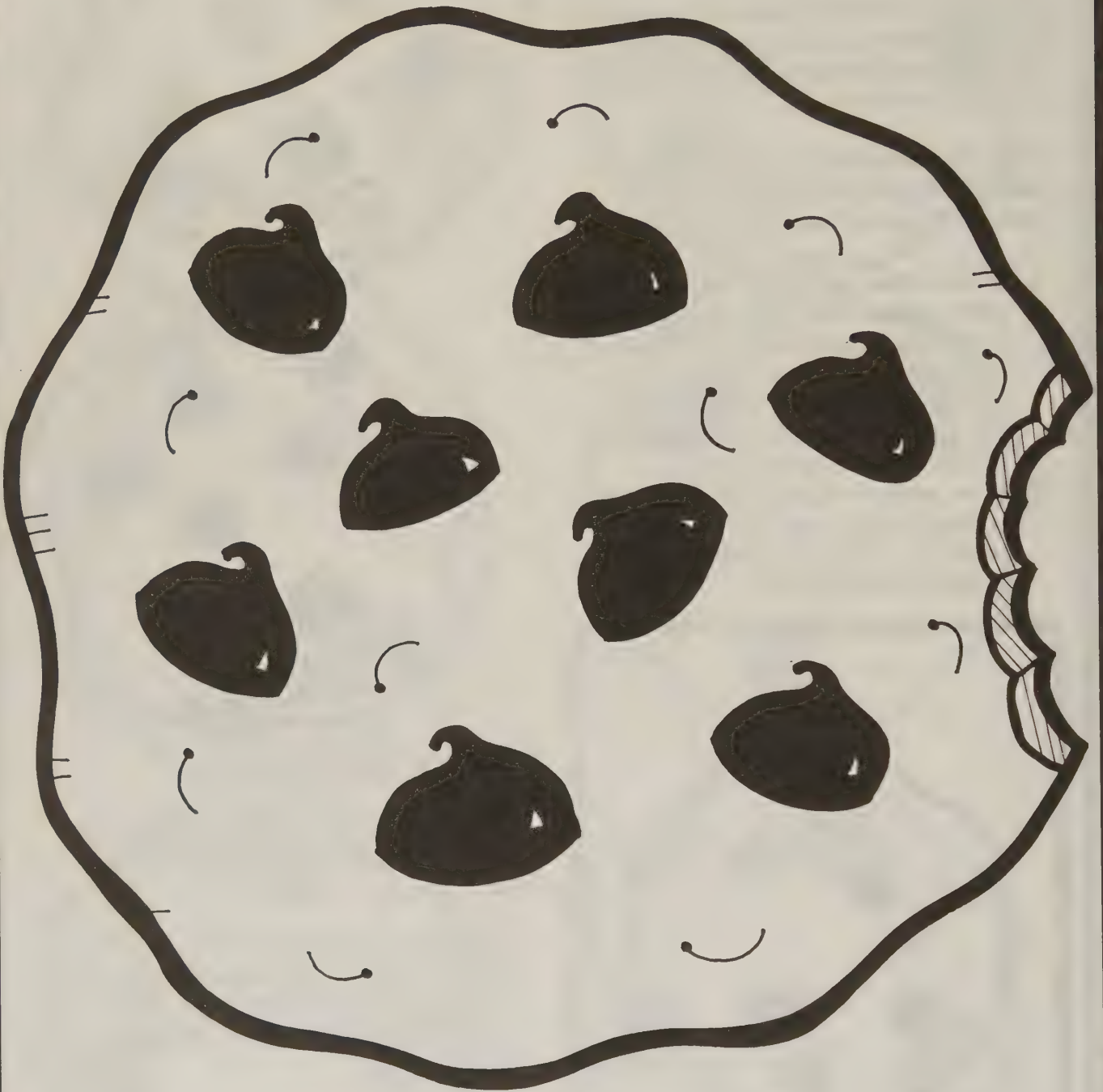
This activity lets students compare the items in a story to various pictures on cards.

After reading the story *If You Give A Mouse a Cookie*, compare the cards to the items in the story. Then help students recite the story using only the sequence cards.

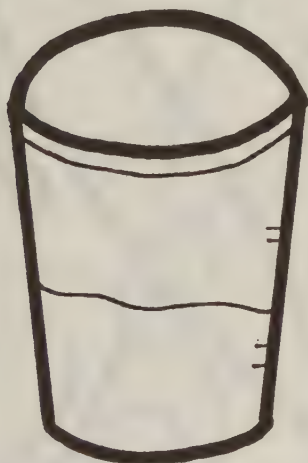
Preparation:

Use the card patterns on pages 67 and 69-71. Reproduce, color, cut out, mount onto tagboard and laminate the cards.

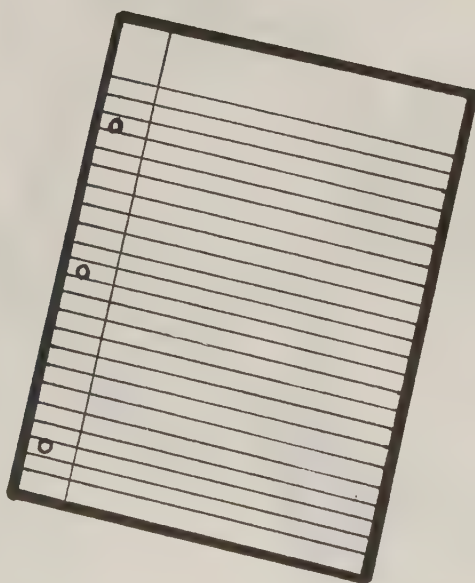
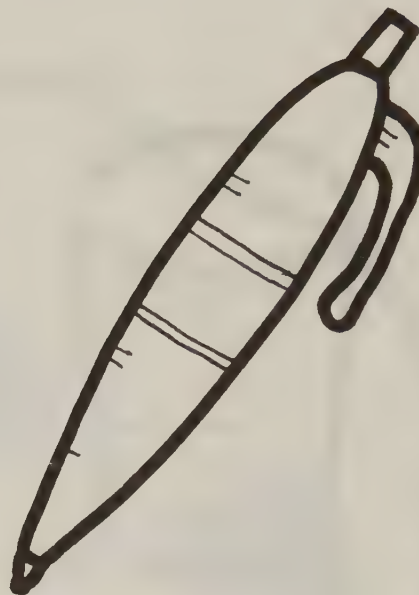
Cookie Shape Book Pattern



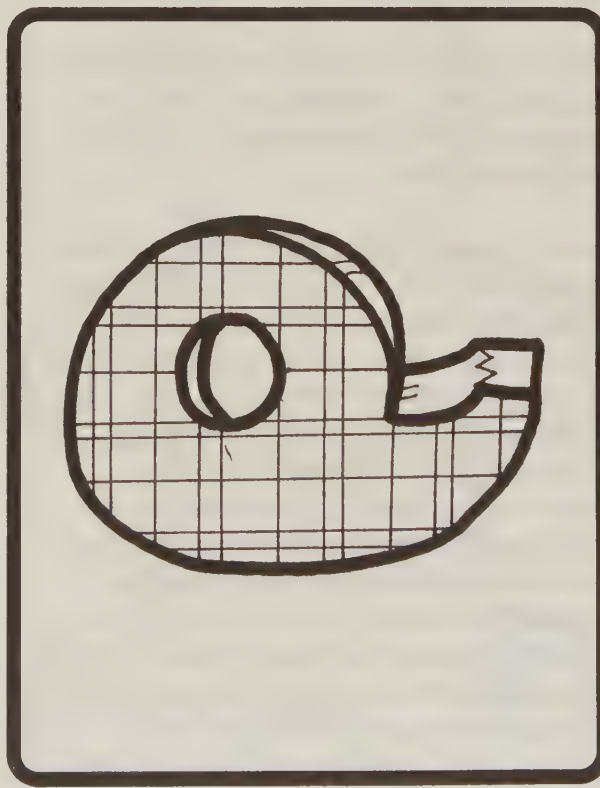
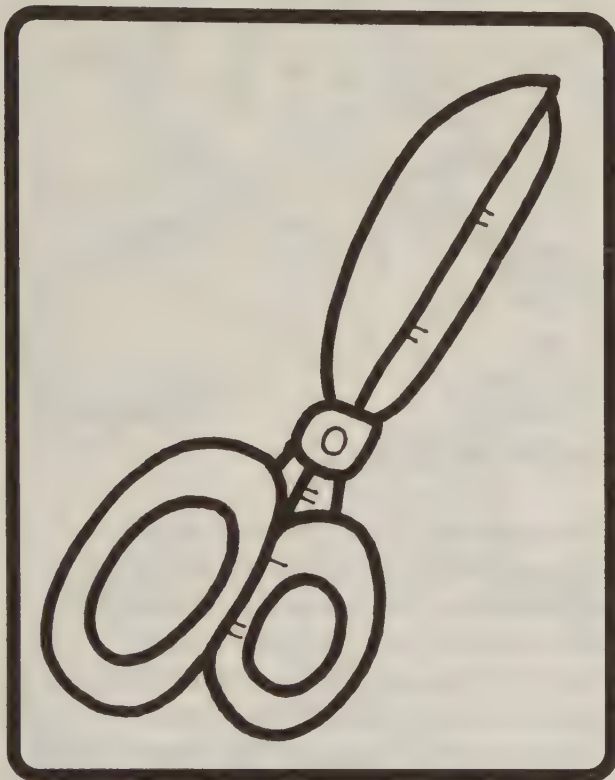
Story Item Cards



Story Item Cards



Story Item Cards



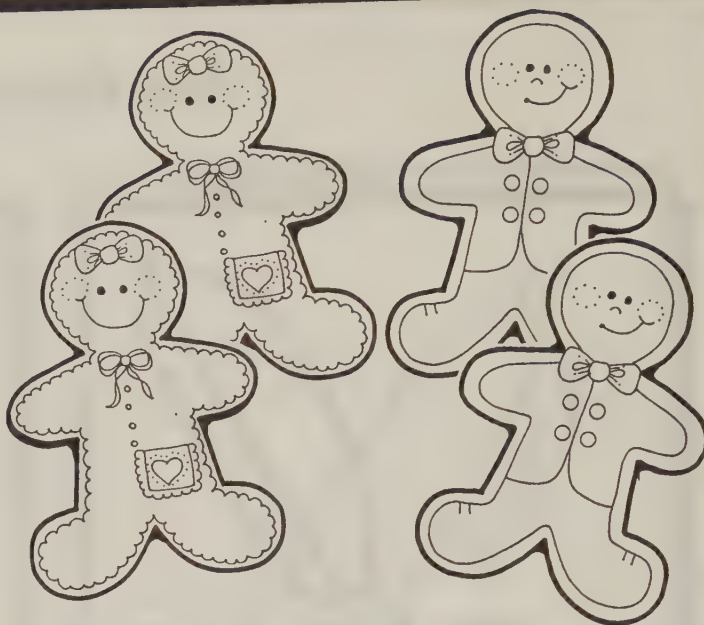
GINGERBREAD KIDS

This is a game where students practice their memory and visual discrimination skills by finding the match to each gingerbread kid.

Preparation:

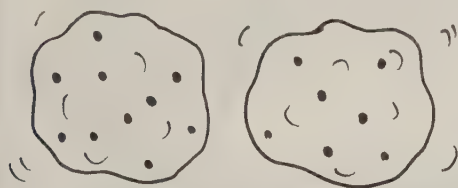
Use the patterns on pages 73-74. Reproduce, color, cut out, mount on tagboard, and laminate the gingerbread kid patterns. Make two sets.

Assemble a game envelope. Reproduce page 75. Color and glue to a 9"x12" envelope. Laminate and slit envelope opening with scissors. Store game pieces in envelope when not in use. Game directions are provided on page 75.



SMELL AROUND

This game is played using a real or a paper cookie. The teacher hides the cookie from the students. The students, one at a time, may ask the teacher twenty questions to try and locate the hidden cookie. The trick is that all of the questions must only be answered with a "yes" or a "no." If the students are able to locate the cookie, you may want to give them some real cookies for a reward.



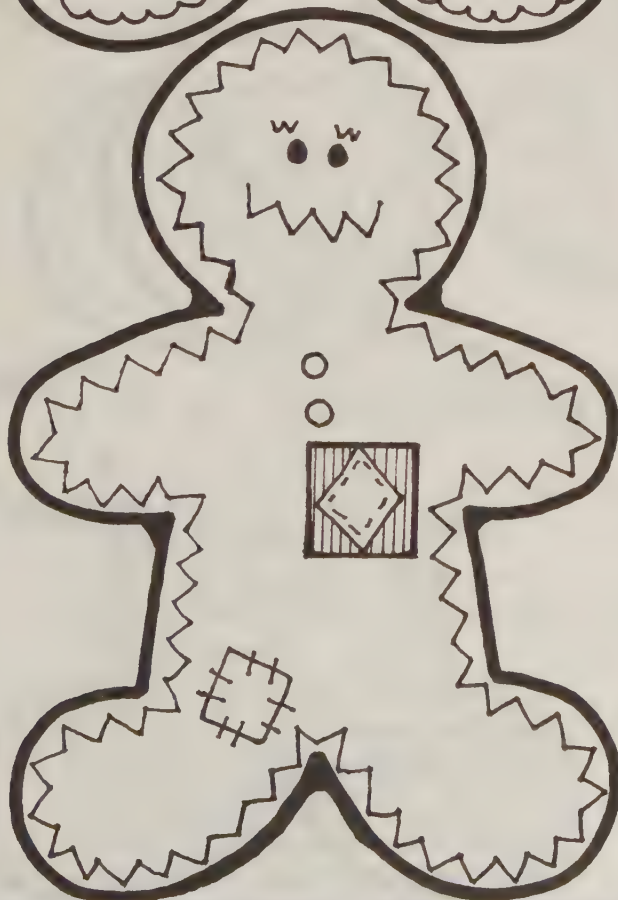
GINGERBREAD MAN CHASE

This is a physical activity which requires a lot of room to run around. You may want to play this game after reading *The Gingerbread Man*.

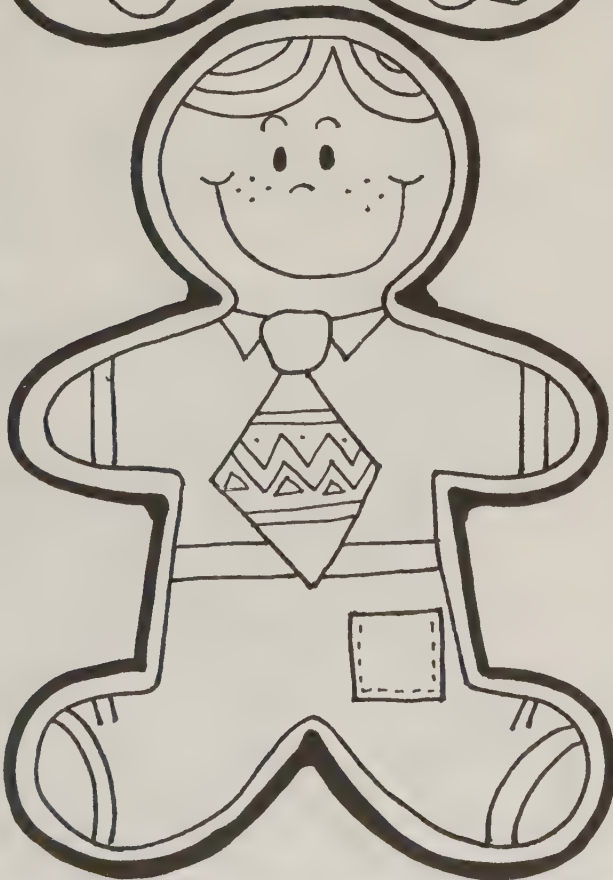
Have the students form a circle. Choose one student to act as the Gingerbread Man. The Gingerbread Man walks around the outside of the circle and then taps another child on the shoulder. The child then chases the gingerbread man around the circle trying to tag him before he reaches the chaser's spot. If the Gingerbread Man makes a complete circle without being tagged, then he becomes a part of the circle and the chaser becomes the Gingerbread Man. If the Gingerbread Man is tagged before making a complete circle then he remains the Gingerbread Man and play continues as before.

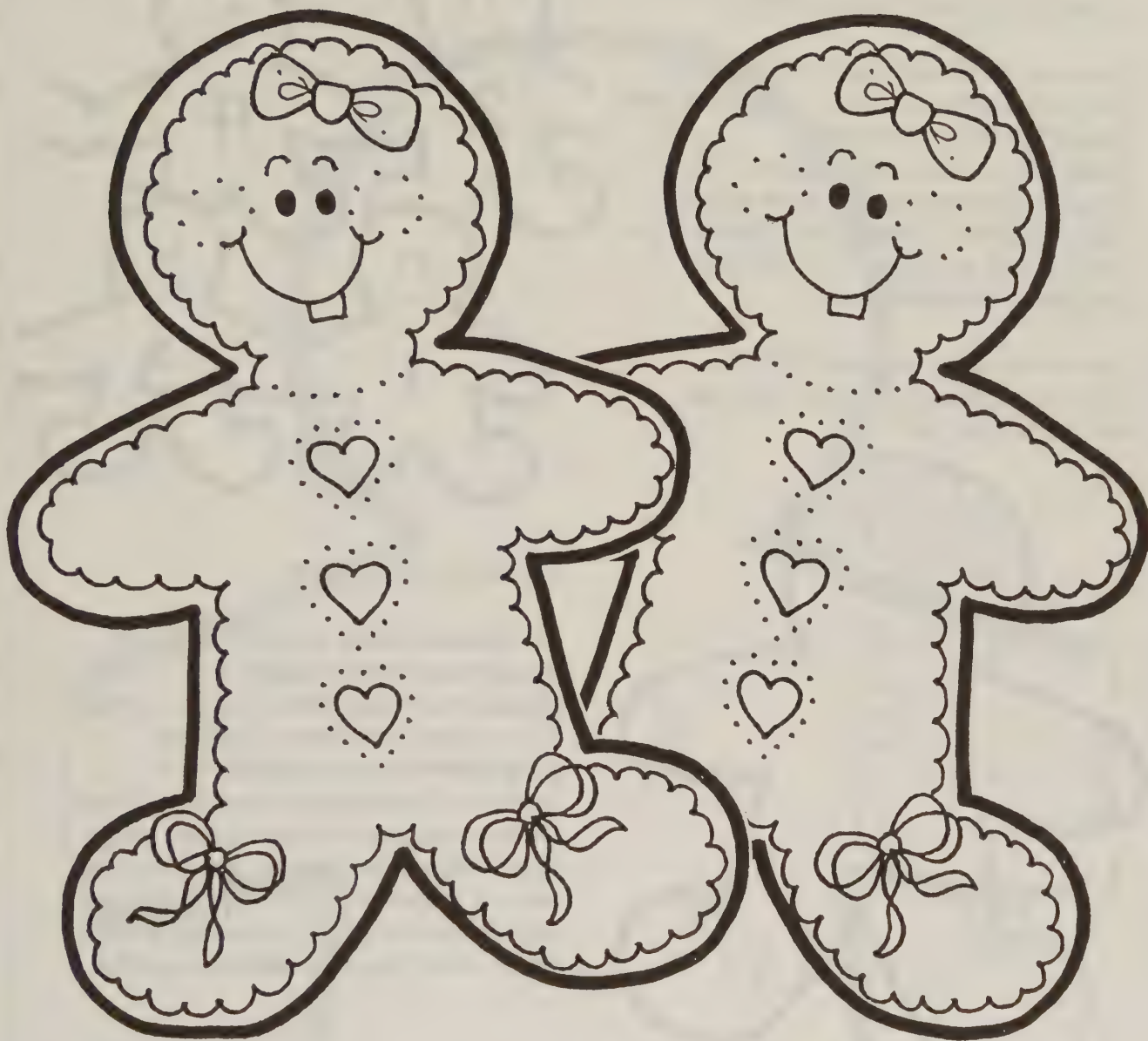


"Gingerbread Kids" Patterns



"Gingerbread Kids" Patterns





GINGERBREAD KIDS

DIRECTIONS:

1. This game is played much like "Memory" and is for 2-4 players. Spread out all cards face down on the playing area.
2. In turn, each player turns over two cards. If the cards match, the player keeps them and continues his turn. If the cards do not match, they are turned back face down and the turn passes to the next player.
3. Play continues in this manner until all matched pairs have been found. The player with the most sets at the end of the game is the winner.

GINGERBREAD MAN CHAIN

Use the pattern on page 77 to make a gingerbread man chain. Accordion fold paper the same width as the gingerbread man chain pattern. Then trace the pattern on the paper making sure the dotted lines on the hands are on the folds of the paper. Cut out the pattern to make the chain.

Use the chain to practice ABC's, counting, ordinal numbers, odd and even numbers, etc.

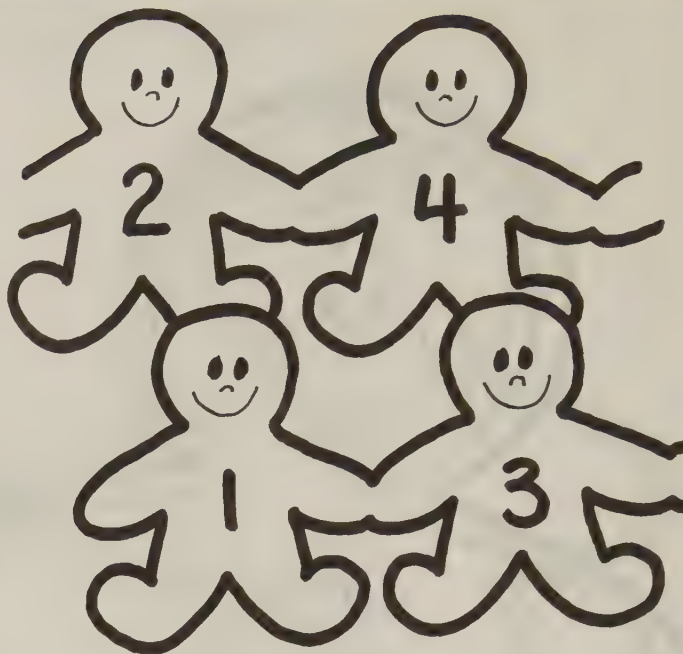


THIS GINGERBREAD MAN

(Use same actions as in "This Little Piggy Went to Market")

This gingerbread man ran from the lady,
This gingerbread man ran from the cow,
This gingerbread man ran from the piggy,
And this gingerbread man ran fast now,
And this gingerbread man did a jig, jig, jiggy all the way home.

Natalie Hill



GINGERBREAD ART

Let students make their own stuffed gingerbread men. Using the gingerbread man chain pattern on page 77, or one of your own, trace two gingerbread man shapes for each student. Cut out the shapes and let each student decorate the front piece using, yarn, buttons, wallpaper, gift wrap, ric rac, etc. Have an adult help the students stuff with crumpled paper scraps and staple their gingerbread men together.

Gingerbread Man Chain Pattern



TEN CHRISTMAS COOKIES

(a counting, flannel board rhyme)

Preparation:

Make ten cookies out of felt: Green, red, yellow, round, square, white, striped, big, small, and the last one a creation of your choice. As you recite the poem, let students remove the cookies from the flannel board.

Ten Christmas cookies
All in a line.
Santa ate the green one,
Then there were nine.



Nine Christmas cookies
Cooling by the gate.
Dasher ate the red one,
Then there were eight.



Eight Christmas cookies
There never were eleven.
Dancer ate the yellow one,
Then there were seven.



Seven Christmas cookies
That were really fun to mix.
Prancer ate the round one,
Then there were six.



Six Christmas cookies
Guess who should arrive.
Vixen ate the square one,
Then there were five.



Five Christmas cookies
Who could ask for more?
Comet ate the white one,
Then there were four.



Four Christmas cookies
Smell good as can be.
Cupid ate the striped one,
Then there were three.



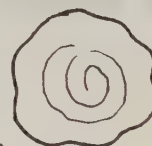
Three Christmas cookies
There are just a few.
Donner ate the big one,
Then there were two.



Two Christmas cookies
Now were almost done.
Blitzen ate the small one,
Now there's only one.



One Christmas cookie
As yummy as can be.
Rudolph ate the last one,
Now there's none left for me.



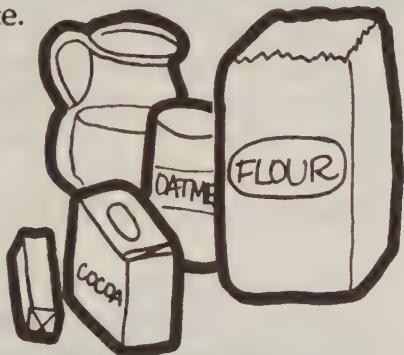
Natalie Hill



CHRISTMAS SUGAR COOKIES

1 cup sugar
3/4 cup butter
1/4 cup shortening
3 eggs
3 teaspoons baking powder
3-1/2 cups flour
2 teaspoons vanilla

Cream shortening, butter and sugar together. Add slightly beaten eggs and vanilla. Sift dry ingredients into the mixture and stir well. Add more flour if needed. Roll out, cut shapes and bake at 375 degrees for 10 minutes. Cool and decorate.



GINGERBREAD COOKIES

1 cup brown sugar (packed)
1/3 cup shortening
1-1/2 cups dark molasses
2/3 cup cold water
7 cups flour
2 teaspoons baking soda
2 teaspoons ground ginger
1 teaspoon salt
1 teaspoon allspice
1 teaspoon ground cloves
1 teaspoon ground cinnamon

Cream shortening and sugar together. Add molasses and water. Sift in remaining ingredients. Cover and refrigerate at least 2 hours. Roll out dough, cut shapes, and bake at 350 degrees for 10-12 minutes. Cool and decorate with colored frosting and candies.



NO-BAKE COOKIES

Mix in pan: 2 cups flour
1/4 cup cocoa
1/2 cup milk
1/4 pound butter

In a sauce pan, heat till boiling.
Stir to keep from burning.

Then add: 1 teaspoon vanilla
1 pinch of salt
1/2 cup peanut butter
3 cups quick oatmeal

Stir well. Drop on wax paper. Let cool.



OTHER COOKIE RESOURCES

COOKBOOKS

THE COOKIE LOVER'S COOKIE COOKBOOK by Prudence Younger
(Bantam, Doubleday, 1988)

Summary:

Simple yet specific directions make this a nice cookbook for children. Gives general descriptions of purpose of ingredients, utensils used, directions for rolling and cutting out dough, as well as many recipes for various kinds of cookies.

CHILDREN'S POETRY

"Nutty Chocolate Cookies" (poem sung to the tune of "She'll Be Comin' Round the Mountain") Includes a recipe.

CRICKET'S COOKERY by Pauline Watson (Random House, 1977)

"Oh My Darling Sugar Cookies" (poem sung to the tune of "Clementine") Includes a recipe.

CRICKET'S COOKERY by Pauline Watson (Random House, 1977)

"Something Smells Good ...Adam" (fingerplay)

MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"The Gingerbread Man" by Rowena Bennett

SING A SONG OF POPCORN by Beatrice Schenk de Regniers
(Scholastic, 1988)

SOUP

GROWING VEGETABLE SOUP

by

Lois Ehlert

Harcourt Brace Jovanovich, 1987

•Summary

This bold, full-color, full-page graphics book is the story of growing vegetable soup. The seeds, sprouts, plants, tools and gardening activities are sometimes displayed in fluorescent colors. The story is told from the planting of the vegetable to the eating of the soup.

SOUP CLASSIFICATION CARDS

This activity shows the various vegetables which make up soup and allows students to practice their classification skills.

This can be done individually or as a group. Compare the cards and classify the vegetables by colors, or by edible parts such as: leaves, roots, stems, and fruit.

VEGETABLE SOUP

This is a card game which lets students practice their memory and visual discrimination skills.

Preparation:

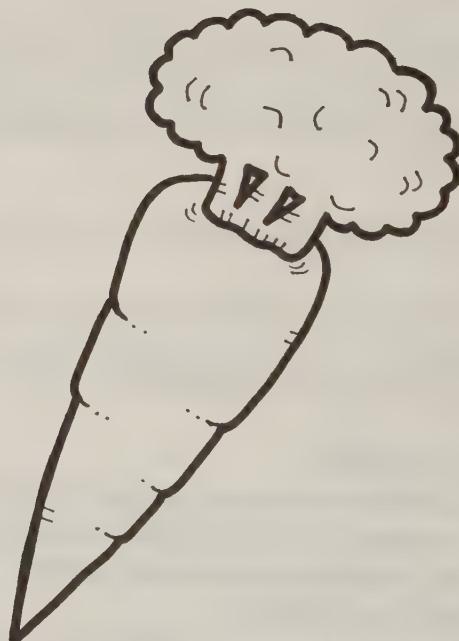
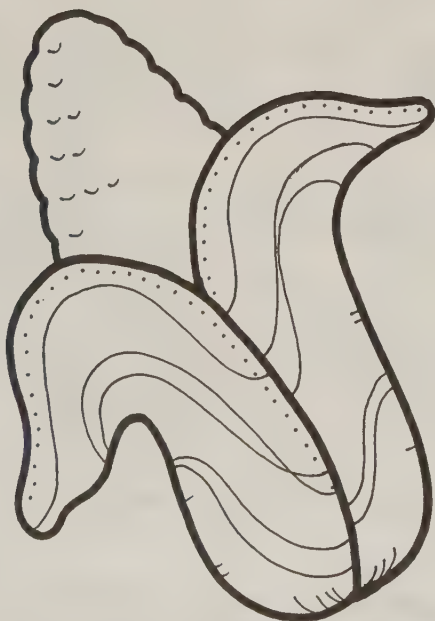
Use the patterns on pages 82-84. Make two sets of the soup classification cards and prepare as instructed in the previous activity.

Assemble a game envelope. Reproduce page 85, color and glue to a 9"x12" envelope. Laminate and slit envelope

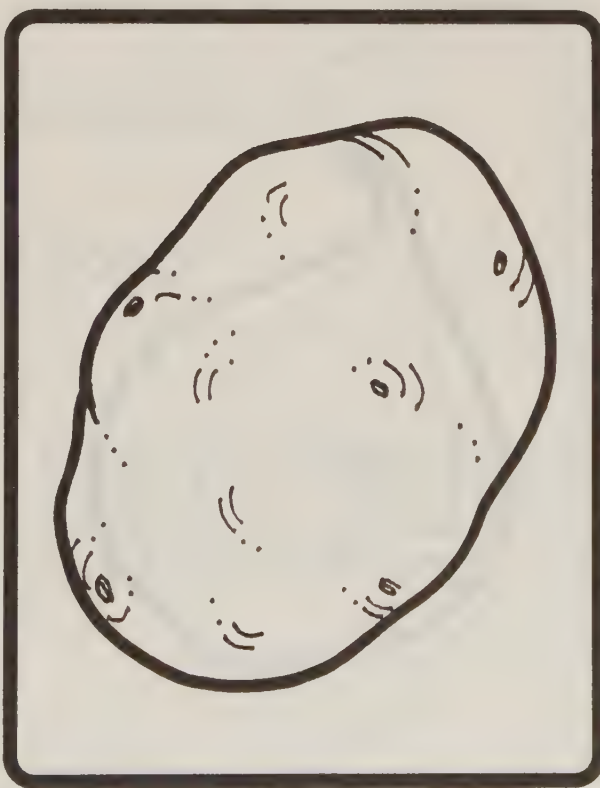
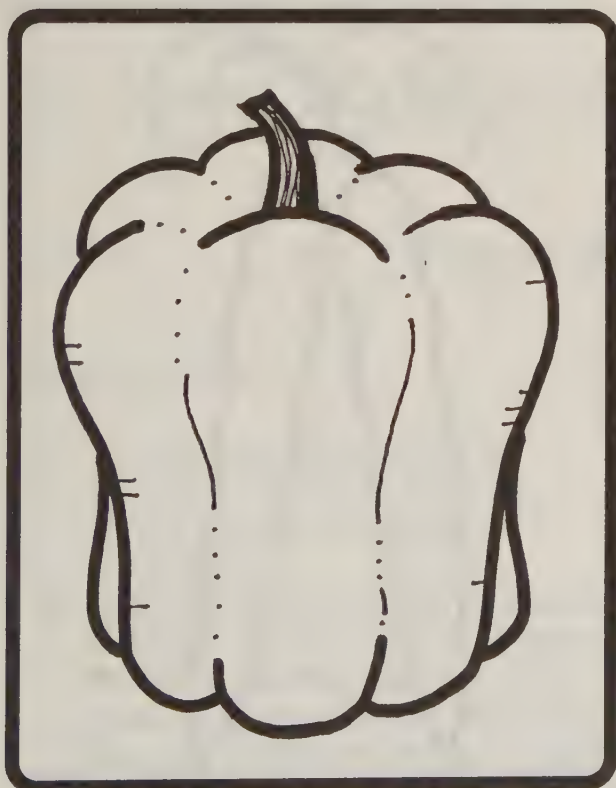
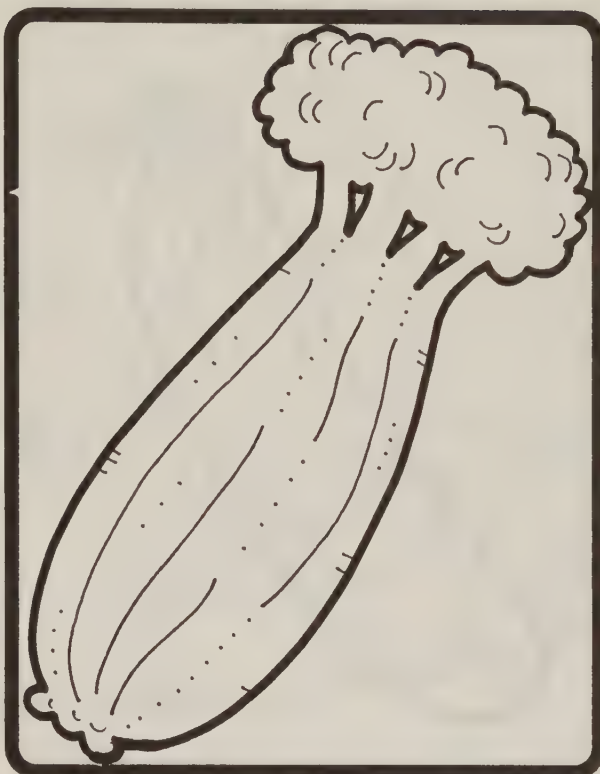
opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 85.



Soup Classification Cards



Soup Classification Cards



Soup Classification Cards





Vegetable Soup

DIRECTIONS:

1. This game is played much like "Memory" and is for 2-4 players. Spread all cards face down on playing area.
2. In turn, players turn over two cards. If the cards match, the player keeps them and continues his turn. If the cards do not match, they are turned back face down, and the turn passes to the next player.
3. Play continues in this manner until all matched pairs have been found. The player with the most matched sets at the end of the game wins!

SOUP-ER STORIES

Make the soup shape books using the pattern on page 87. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together.

Have students use the soup shape books to write their own "Soup-er stories" or create a class recipe book of different kinds of soup.

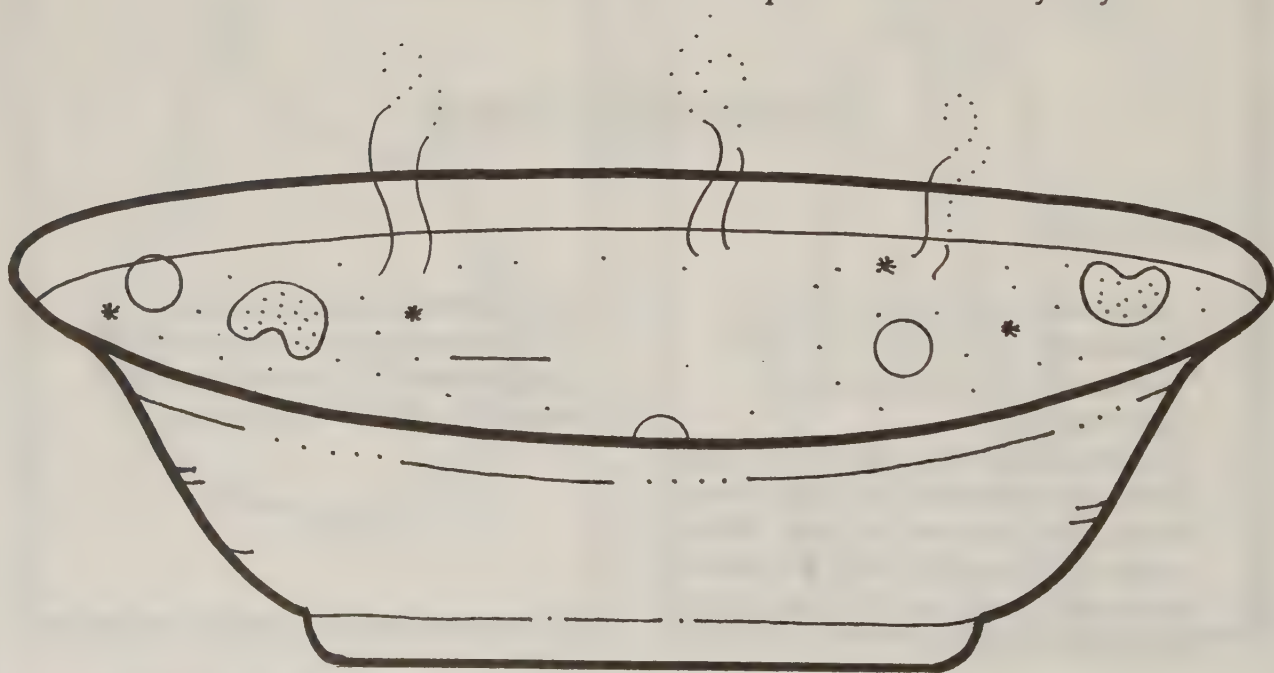


RHYMING SOUP BOWL

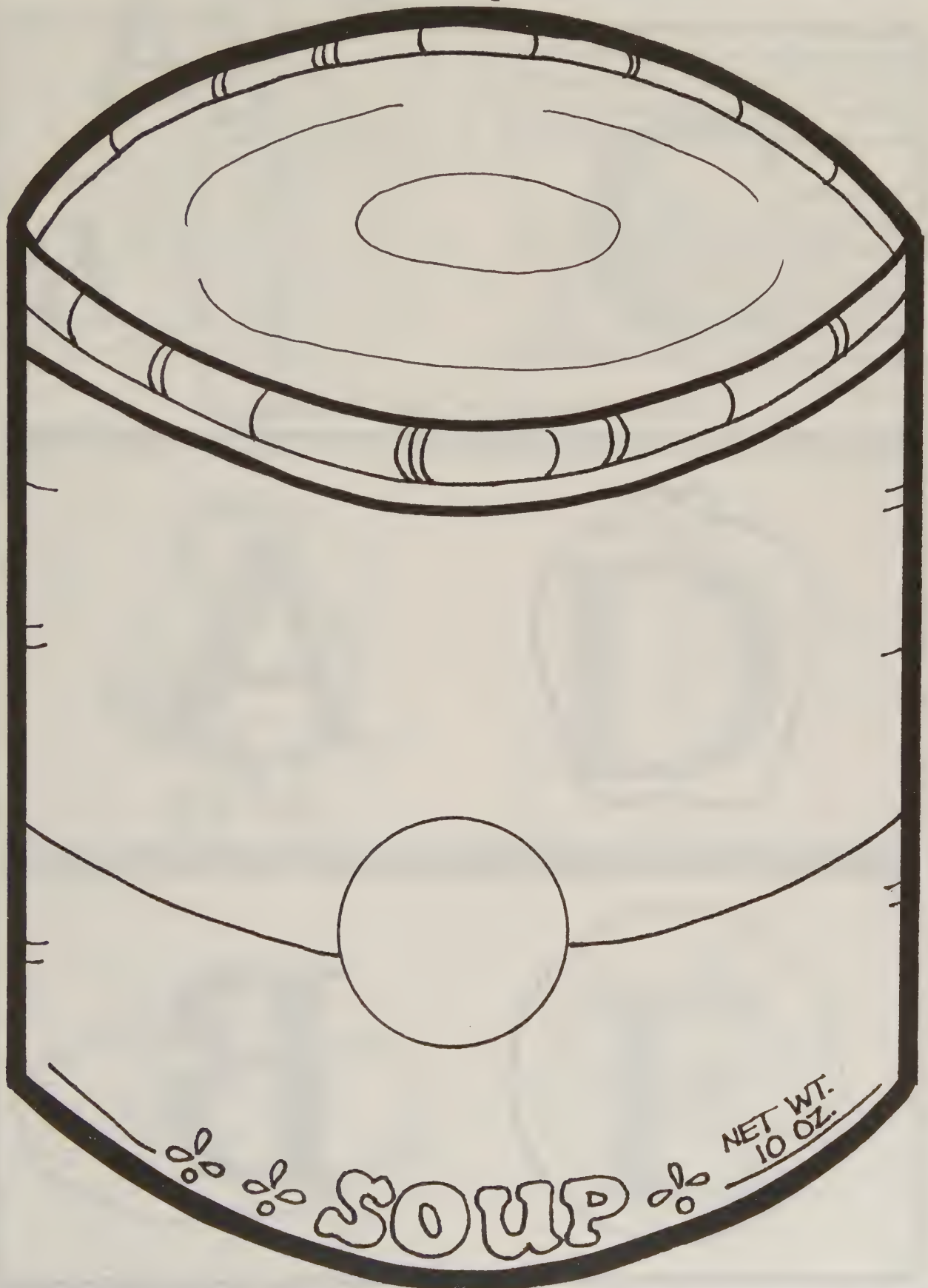
Reinforce rhyming words by using this activity. Students use ABC noodles or an ABC breakfast cereal to create as many rhyming words as they can. (See example at left.)

Preparation:

Reproduce color, cut out, mount onto tagboard and laminate the rhyming soup bowl below. Label the bowl with a rhyming end sound (such as "at" in the example). Make as many as you wish.



Soup-er Stories Shape Book Pattern



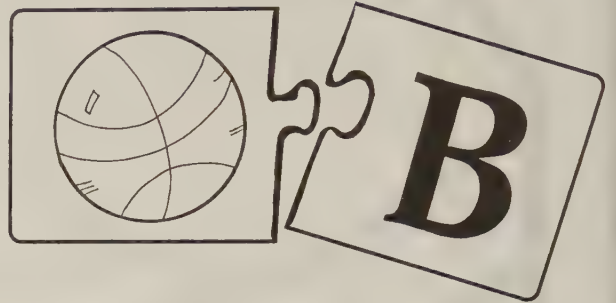
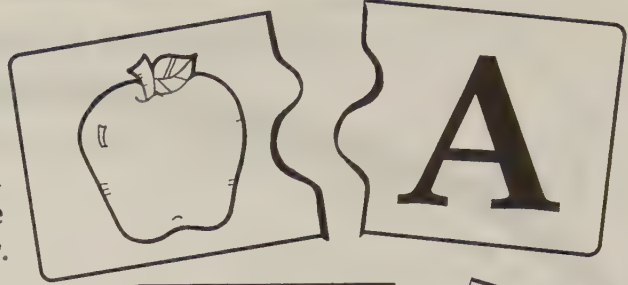
ALPHABET SOUP CARDS

This activity lets students practice their alphabet skills. Let students match the letter side of the card to the picture with the correct beginning sound. Then have them put the cards in alphabetical order.

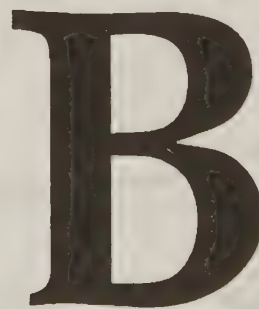
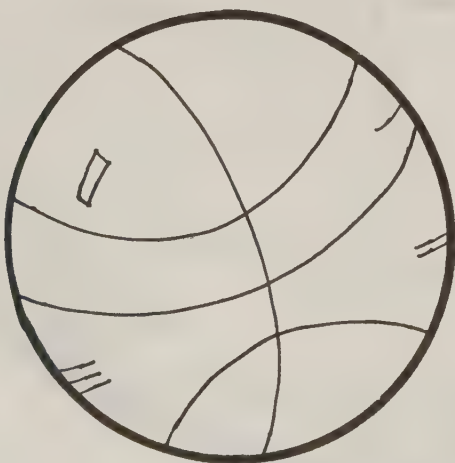
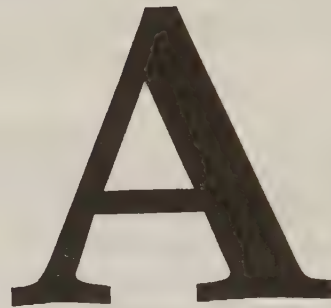
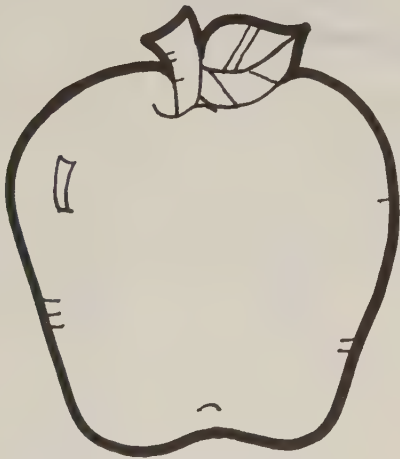
Preparation:

Use the patterns on pages 88-96.

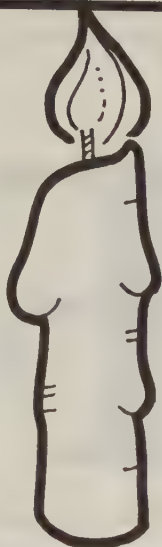
Reproduce, color, cut out, mount onto tagboard, and laminate the alphabet soup cards. Then cut cards in half as shown so that students can match the letter to the object. (See example shown at right.)



Alphabet Soup Card Patterns



Alphabet Soup Card Patterns



C

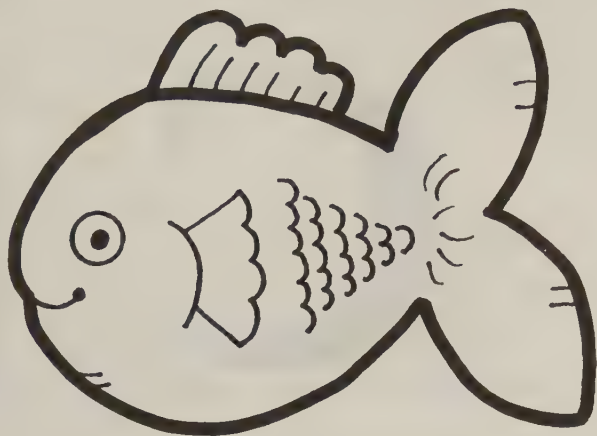


D

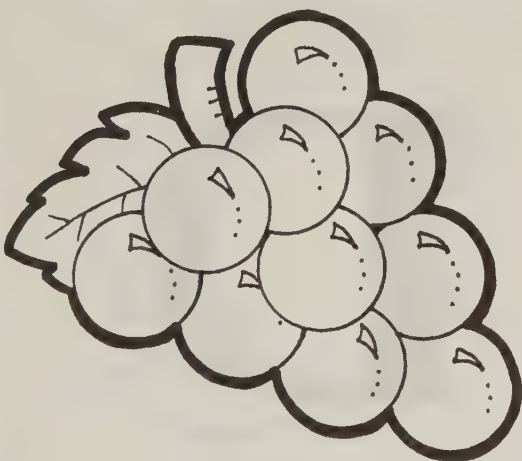


E

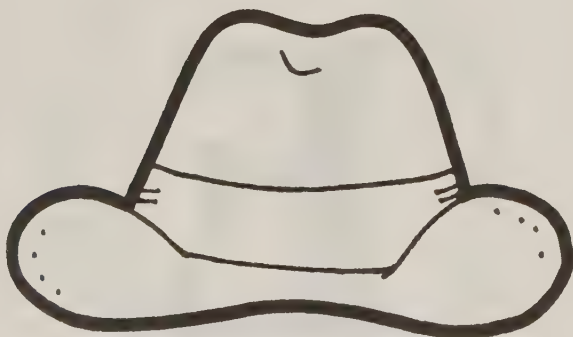
Alphabet Soup Card Patterns



F



G

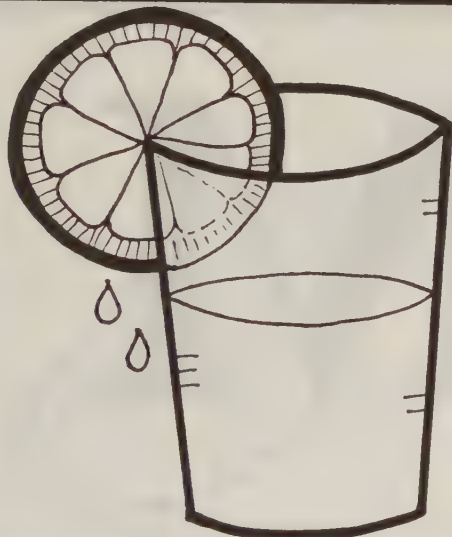


H

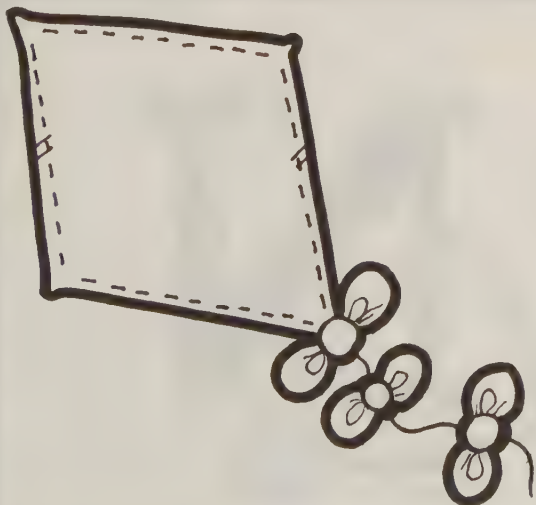
Alphabet Soup Card Patterns



I

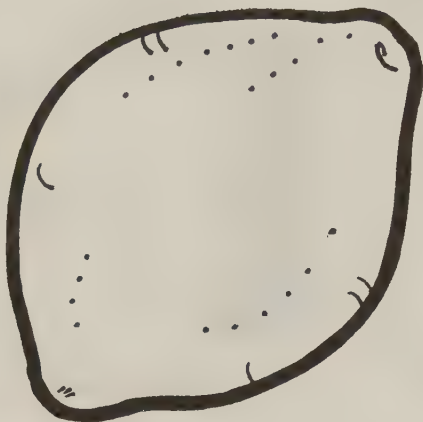


J

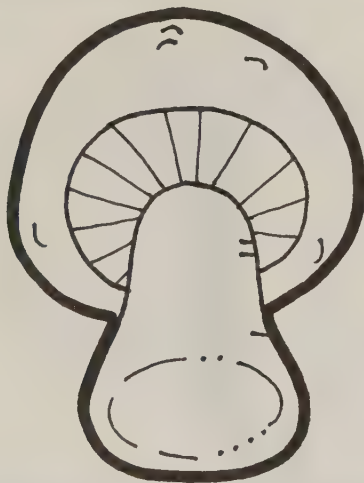


K

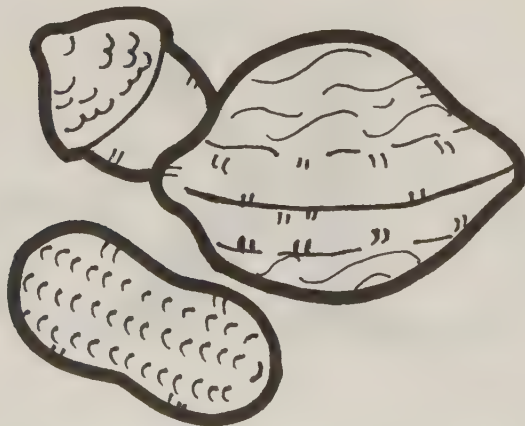
Alphabet Soup Card Patterns



L



M



N

Alphabet Soup Card Patterns



O



P

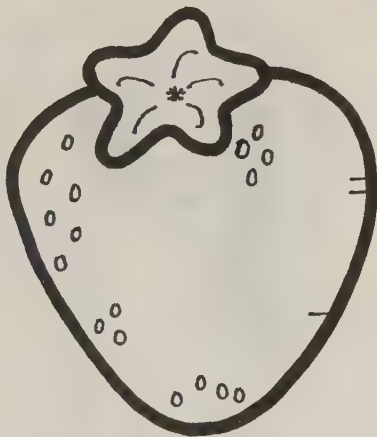


Q

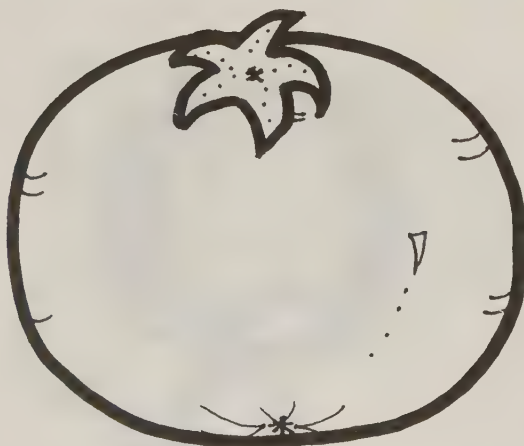
Alphabet Soup Card Patterns



R



S



T

Alphabet Soup Card Patterns



U

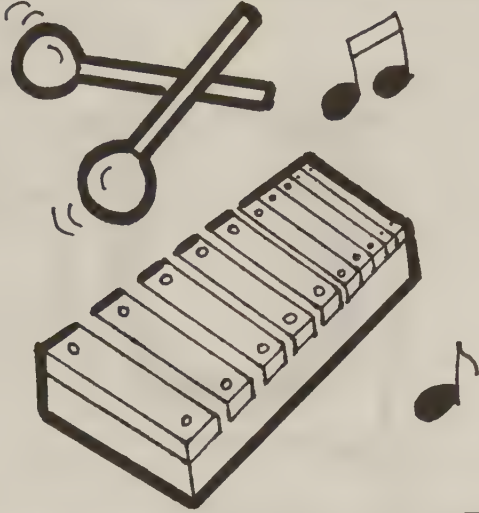


V

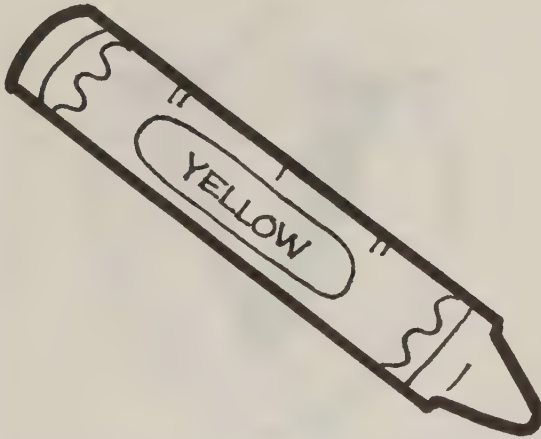


W

Alphabet Soup Card Patterns



X



Y



Z

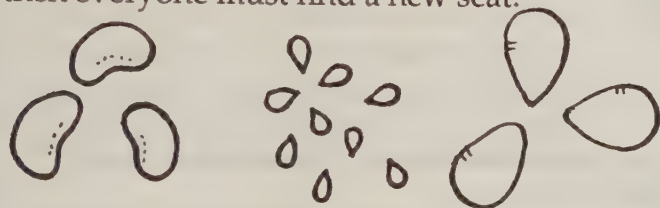
SOUP BOWL

Assign each student a name of a vegetable which is found in vegetable soup (i.e., tomatoes, corn, potatoes, celery, peas, carrot, bean, etc.). Decide how many vegetable names you will need based on how many students you have so that three or four students each get the same vegetable name. Have students sit on their chairs which are in a circle. A student is chosen to be "it." He removes his chair from the circle and stands in the center. The person who is "it" calls out one of the soup ingredients and all the students assigned to that ingredient, as well as the person who is "it," must find a new seat. The student left standing is now the new "it." Play continues in this manner with the different vegetables selected at random during the game. If "it" calls out "soup bowl" instead of an ingredient, then everyone must find a new seat.



SEED COMPARISON

Have students compare the seeds of various vegetables and classify them according to colors, sizes, shapes, etc. You may even want to sprout the seeds and then plant them to make a classroom vegetable garden.



13-BEAN VARIETY PACK

Supply students with a variety of beans. (These are available in grocery stores, usually as a 13-bean variety pack.) Let the students categorize the beans by variety and create their own bean mosaic art pictures.



VEGETABLE TONGUE TWISTERS

Introduce the "Peter Piper" tongue twister to the students and then let them create their own tongue twisters using other vegetables.



JUMP ROPE RHYME

A B C's and vegetable goop,
What will I find in the alphabet soup?
A, B, C, D, . . . etc.

traditional

OTHER SOUP RESOURCES

CHILDREN'S BOOKS

CHICKEN SOUP WITH RICE by Maurice Sendak
(Harper & Row, 1962)

Summary:

A calendar of rhymes which begins with January and a little boy skating across the ice, sipping chicken soup with rice. The rhyme for each month ends with the repeating phrase, "chicken soup with rice."

VEGETABLE SOUP by Jeanne Modesitt
(Macmillan, 1988)

Summary:

Two rabbits, seeking carrots for the first lunch in their new home and receiving a variety of foods from their animal neighbors, are at first reluctant to sample anything they have never eaten. A recipe for vegetable soup is included.

SOUP FOR SUPPER by Phyllis Root
(Harper & Row, 1986)

Summary:

A wee, small woman catches a giant taking vegetables from her garden and finds that they can share both vegetable soup and friendship.

CHILDREN'S POETRY

"Turtle Soup" By Lewis Carroll
THE RANDOM HOUSE BOOK OF POETRY, (Random, House, 1983)

"Friendship Soup" (poem sung to the tune of "When the Saints Come Marching In") Includes a soup recipe.
CRICKET'S COOKERY by Pauline Watson (Random House, 1977)

"I Rarely Have Soup" (fingerplay)
MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

CHOCOLATE

THE BIG BLOCK OF CHOCOLATE

By
Janet Slater Redhead
Scholastic, 1989

•Summary

Readers will savor every word of this delicious story which has rhyming text and a repetitive pattern, as they sympathize with Miss Jenny's desire to keep every yummy bite of the chocolate bar to herself.

CHOCOLATE SEQUENCE CARDS

This activity helps show students the stages of chocolate production from the cacao tree to chocolate candy. This can be done individually or as a group.

Preparation:

Use the patterns on page 100.

Reproduce, color, cut out, mount onto tagboard and laminate the chocolate sequence cards.

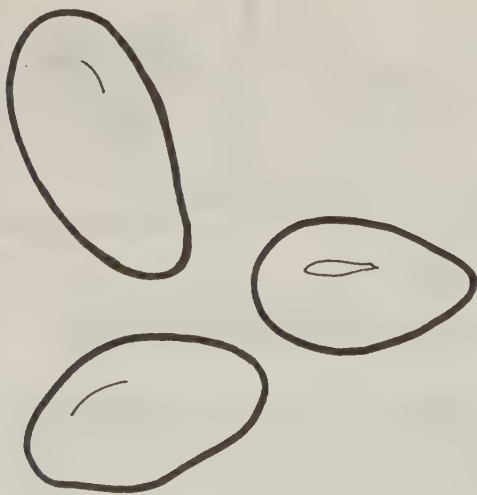


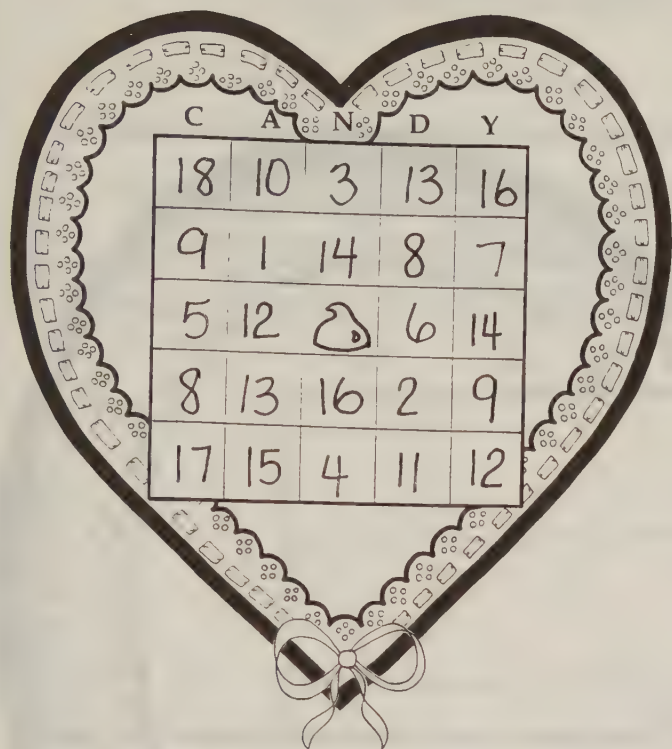
CHOCOLATE CHIP ESTIMATE

Fill a jar with chocolate chips and let students estimate how many chocolate chips are contained in the jar. Let the student with the most accurate guess keep the jar.



Chocolate Sequence Cards





CHOCOLATE CANDIES MATH FAIR

Supply each student with a small bag of candy-coated chocolate pieces. (If possible use the small snack-size bags you can get around Halloween.) Students use their candies as hands-on manipulatives in figuring various math problems which are written on the chocolate candies math fair cards on pages 103-105. Students should not eat any of their candies until the last station.

Preparation:

Reproduce the chocolate candies math fair cards. If you choose to have students work in groups, reproduce one set of cards for each group. Stations must be done in order from station #1 to station #6. You may also do this as a class so that the students stay at their desks.

CHOCOLATE BINGO

Using the chocolate bingo pattern on page 102, students randomly fill in the chocolate grid with numbers from 1-18. Instruct students to put a chocolate chip in each square, leaving the numbers visible. (The middle space is a "free" space and gets no chip.) As the teacher calls out a basic addition fact, students uncover their answers and eat the chocolate chips - just as though they were eating the chocolates out of a candy box. The first person to eat off five in a row wins!

NOTE: Before doing this activity read the poem, "Mother's Chocolate Valentine." (*It's Valentine's Day* by Jack Prelutsky.)

Variations:

1. Play reverse blackout. The first student to uncover all answers on his grid is the winner.
2. Practice subtraction facts by having students fill in the grid using numbers 0-9. The teacher calls out basic subtraction facts. Students uncover their answers and eat the chocolate chips. The first person to eat off five in a row wins!

Without opening your bag of candy, estimate or guess how many pieces are in the bag. Then, open your bag and count them.

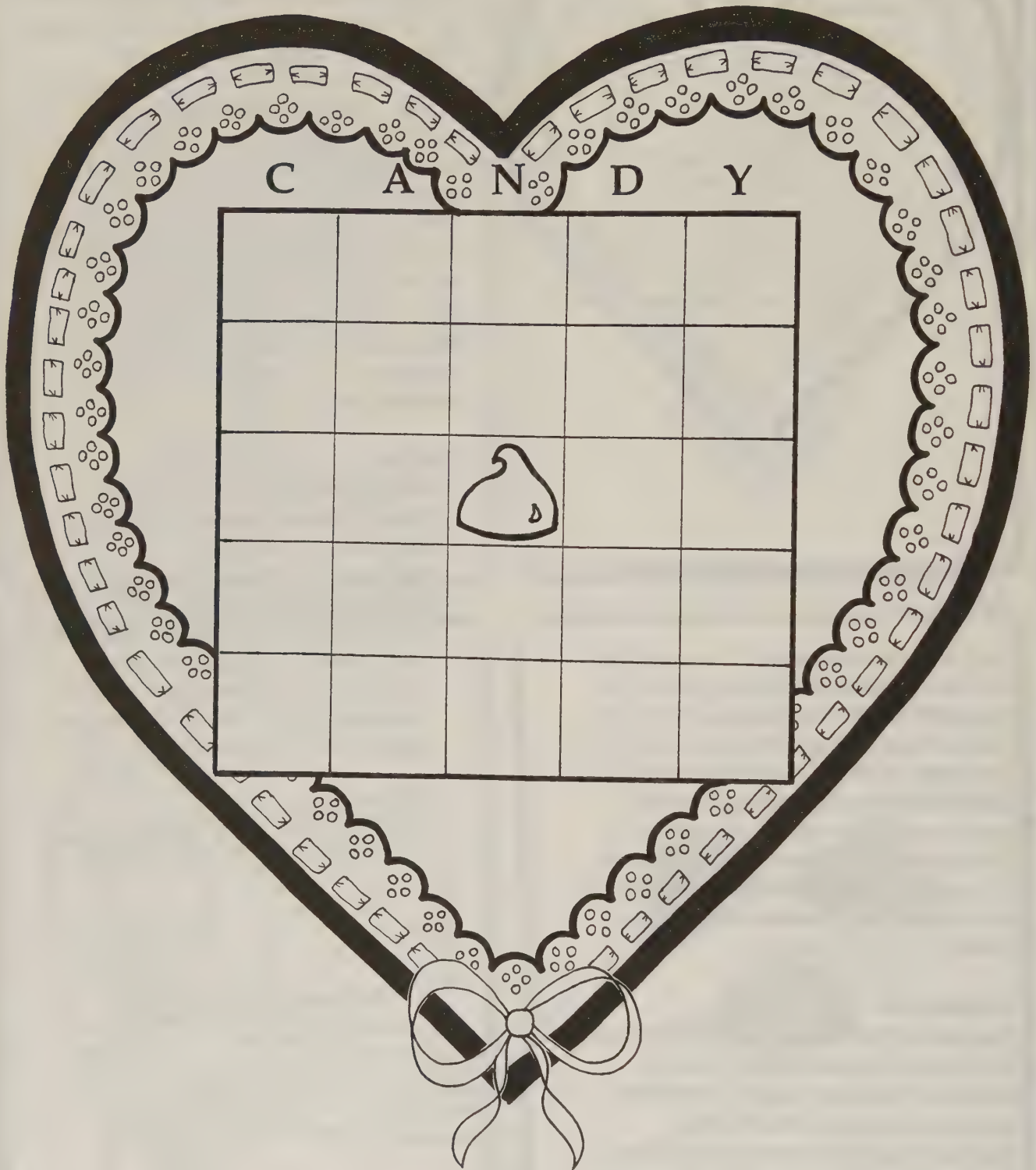


Separate your candy into sets by color.
 red _____ orange _____
 yellow _____ green _____
 tan _____ brown _____

Count how many are in each set.

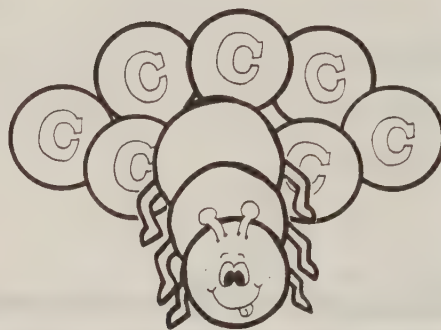


Chocolate Bingo Pattern



Chocolate Candies Math Fair Cards

Without opening your bag of candy, estimate or guess how many pieces are in the bag. Then, open your bag and count them.



STATION #1: Have students figure how far off they were with their guess.

Separate your candy into sets by color.

red _____

orange _____

yellow _____

green _____

tan _____

brown _____

Count how many are in each set.

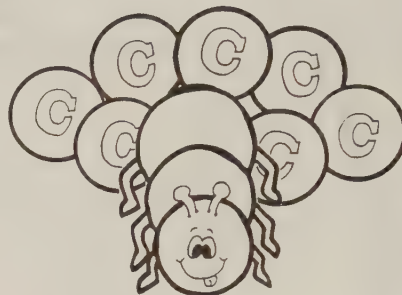


STATION #2. Have students write their answers down before going on to the next card.

Chocolate Candies Math Fair Cards

Write on the line next to each color the number of candies of that color that were in your bag. Then use the symbols $<$, $>$, and $=$ on the middle lines to show the relationship between the sets of colors.

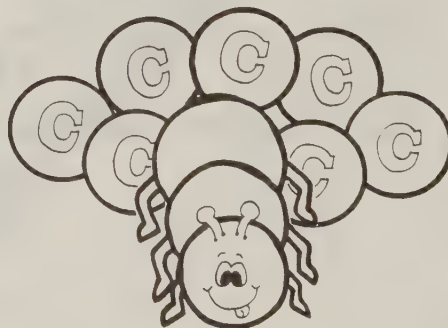
red	_____	_____	_____	orange
orange	_____	_____	_____	yellow
yellow	_____	_____	_____	green
green	_____	_____	_____	tan
tan	_____	_____	_____	brown
brown	_____	_____	_____	red



STATION #3. Depending on the age of students, the teacher may want to add more math problems to this for older students, or talk younger children through the problems.

Write on the line next to each color the number of candies of that color that were in your bag. Then solve the problems.

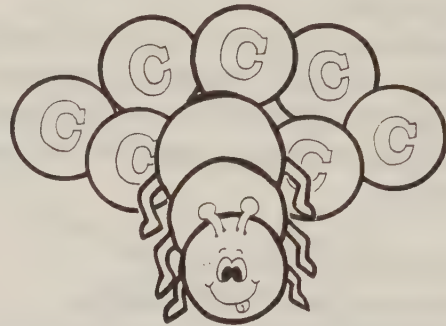
red	___	+	___	orange	=	___
orange	___	+	___	yellow	=	___
yellow	___	+	___	green	=	___
green	___	+	___	tan	=	___
tan	___	+	___	brown	=	___
brown	___	+	___	red	=	___



STATION #4. Depending on the age of students, the teacher may want to add more addition problems to this for older students, or talk younger children through the problems.

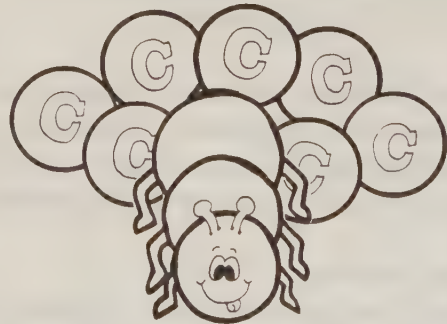
Chocolate Candies Math Fair Cards

Arrange your candy to make the following shapes: circle, square, triangle, and a rectangle.



STATION #5. For older students, have them make the shapes using a specific number of the candy (i.e. make a square using 20 candies - 6 on each side).

Put $3 + 2$ pieces of candy in your mouth. How many do you have left? Eat $5 + 2$ pieces. Now how many are left? Eat 6 more pieces. Are they all gone yet? If not, eat the rest !



STATION #6. Students should not have eaten any candies before this station!

CHOCOLATE CANDY GAME

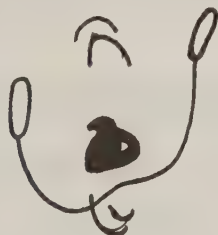
Use the chocolate candy patterns on page 107 to program your own game. Use the game to practice hard 'c' and soft 'c' sounds by writing words on the back of the patterns and then labeling the candy boxes with hard 'c' and soft 'c'.

Preparation:

Reproduce, color, label, cut out, mount on tagboard and laminate the game pieces. You may use real candy boxes from movie theaters to store the game pieces in.

Variations:

Practice antonyms/synonyms, number of syllables in each word, or blends and digraphs that begin with c (cl, cr, ch, ck).

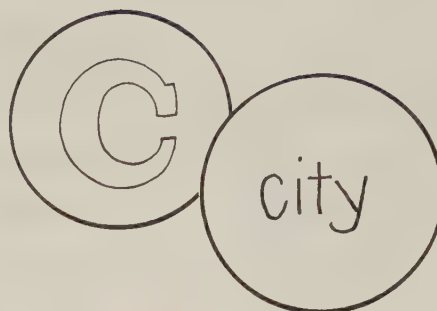


COLORED CANDY-COATED CHOCOLATE GAME

Let younger students practice their colors with this game. Students match the colored chocolate candy to the correct color name on the file folder.

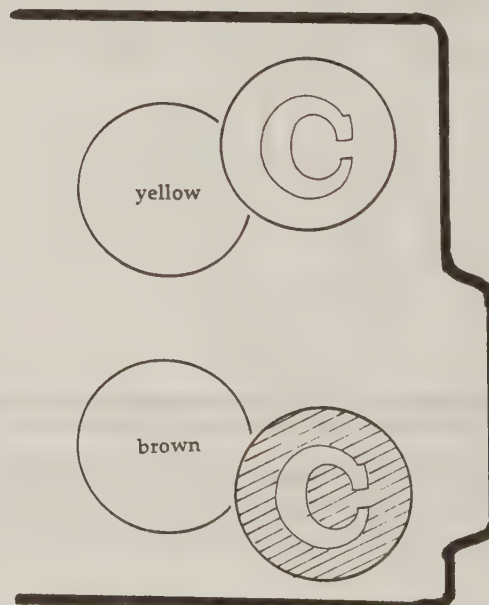
Preparation:

Use the chocolate candy patterns on pages 107-108. Reproduce, color, cut out, mount on tagboard, and laminate patterns on page 107. Reproduce, cut out, mount on a file folder, and laminate the patterns on page 108. Store game pieces in a zip-close bag.

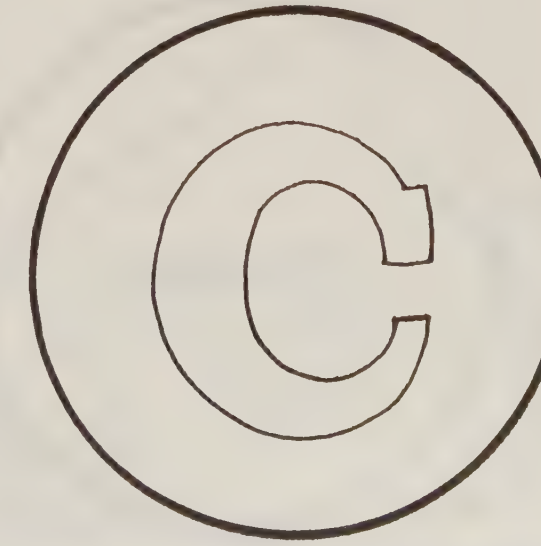


CHOCOLATE JUMP ROPE RHYME

Read the "Jump Rope Rhyme" by Charlie Meehan (*THE CHOCOLATE BOOK* by Michael Patrick Hearn, Caedman, 1983). Recite and chant the poem together as a class until the students feel comfortable enough to go outside and jump rope while chanting the poem.



Chocolate Candy Patterns



Color Candy Patterns

red

tan

yellow

green

orange

brown

STORY SEQUENCE CARDS

After reading *The Big Block of Chocolate*, use the story character cards on pages 109-110 to review the story, recall the sequence of the story, explain where each character hid or found the chocolate bar, etc. You may want to hand out one card each to several students and have each student tell about that character.

Preparation:

Reproduce, color, cut out, mount on tagboard and laminate the cards.

Variation:

Make two sets of the character cards and let the children play story lotto or memory.



CHOCOLATE SHAPE BOOKS

Make the chocolate shape books using the pattern on page 111. Have students practice their penmanship and learn more about chocolate by printing the chocolate facts found on page 112.

Preparations:

Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and lined pages together at the top.

Variation:

Use the shape books to write chocolatey tales.



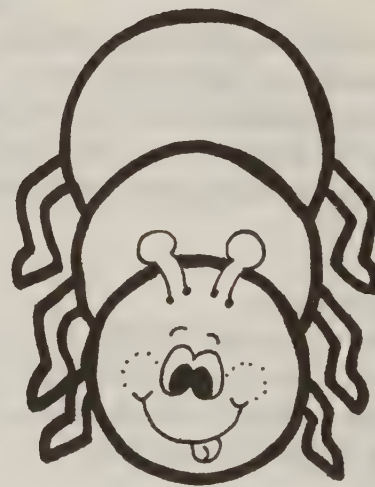
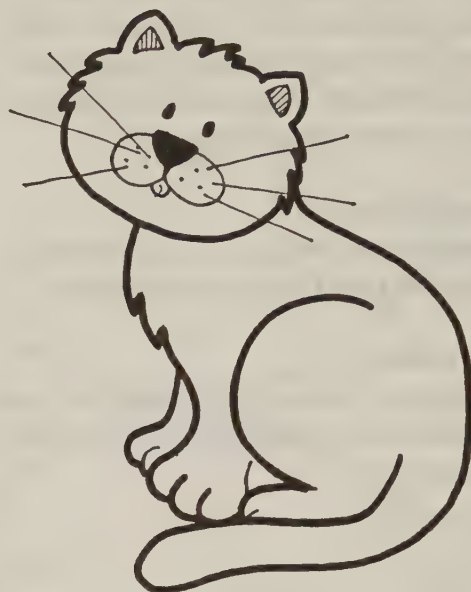
STORY TIME SONG AND DANCE

The repetition and the rhythm in *The Big Book of Chocolate* is similar to the song, "The Farmer in the Dell."

Practice the story by singing it to that tune. You may even want to play the circle game of "The Farmer in the Dell" using a chocolate version and the characters from the story.



Story Item Cards



Chocolate Shape Book Pattern



CHOCOLATE FACTS

- Each American eats an average of three pounds of chocolate each year.
- Hershey, Pennsylvania, is the home of the largest chocolate factory in the world. It was opened by Milton Hershey in 1905.
- The Hershey chocolate factory can make 25 million chocolate kisses in one day.
- In the city of Hershey, Pennsylvania, there are street lights in the shape of chocolate kisses and streets named Chocolate Avenue and Cocoa Avenue.
- There is a newspaper called "The Chocolate News." It's printed on brown paper that smells like chocolate.
- Chocolate grows on trees! It is made from the beans of the cacao tree, which grows in warm, moist climates such as West Africa, Central and South America, the West Indies and parts of Asia.
- The Indians thought cacao beans were so valuable that they used them as money.
- Indians in Mexico discovered how to make hot chocolate. They added salt and pepper to it.
- People drank chocolate for hundreds of years, before solid chocolate was invented in Switzerland in 1876.
- The Spanish people kept hot chocolate a secret from the rest of Europe for almost 100 years.
- Chocolate is a good source of quick energy. That's why astronauts took chocolate on their flights to the moon.

CHOCOLATE BAR GRAPH

Using miniature chocolate candy bars, practice graphing skills together as a class.

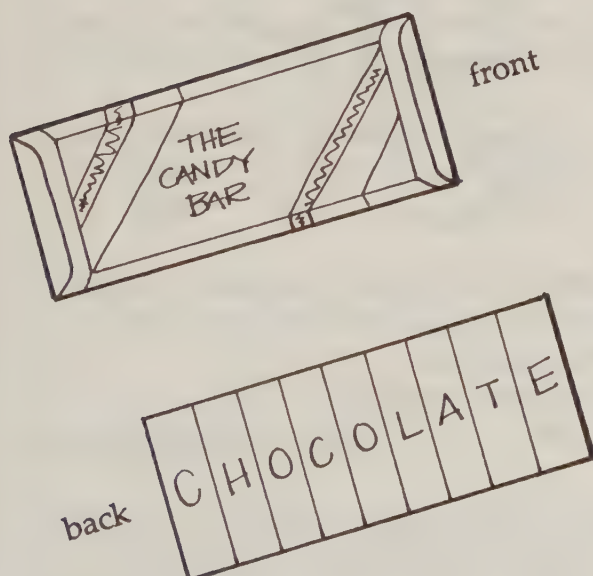
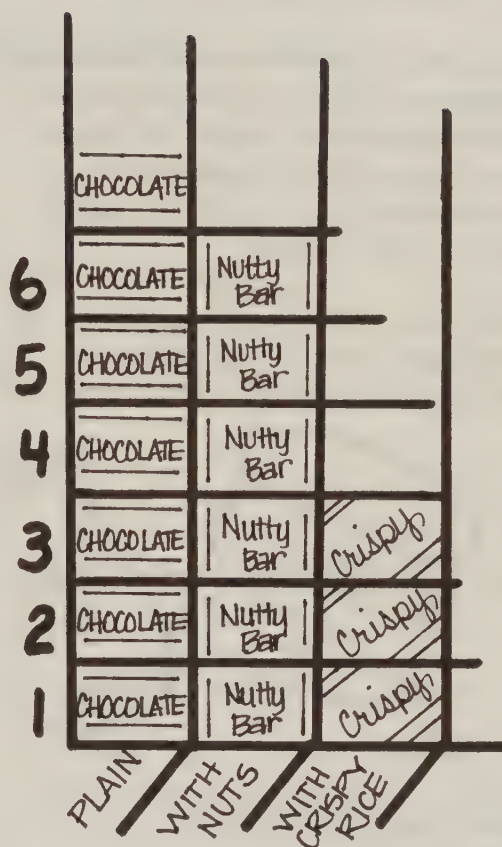
Supply each student with one of each of the four Hershey's Miniature brand candies varieties. Let the students do their own taste test to determine their favorite candy bar. After students have determined their favorite flavor, let them glue the wrapper from that candy bar onto the graph.

Preparation:

Draw a very large graph (see example shown at right). Each square needs to be large enough for a candy bar wrapper to fit in.

Variation:

If students like this activity, supply another graph for their least favorite chocolate candy bar.



CANDY BAR WRAPPER ART

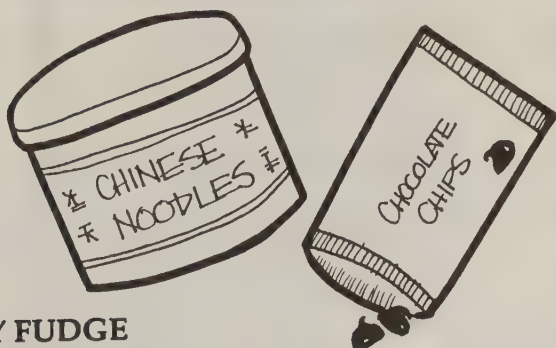
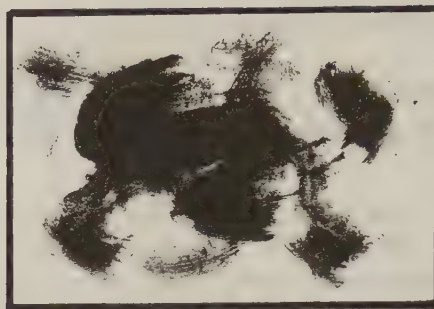
Using 12"x18" art paper, have students design their own candy bar wrappers. (You may want to have them look at examples of real candy bar wrappers.) After students have designed and colored their own wrappers, cut their papers into nine 2" strips (each strip should be 2"x12"). Students then put their wrapper puzzles back together, turn the pieces over and write one letter of the word "chocolate" on each strip, thus providing a self-checking key.

Let students practice putting other student's puzzles together and checking them by turning the pieces over to see if they spell the word c-h-o-c-o-l-a-t-e!

CHOCOLATE FINGER PAINTING

Let students create their own chocolate masterpieces by finger painting with chocolate pudding. Supply students with art paper and a paper cup of chocolate pudding. You can even let them lick their fingers!

NOTE: This can be a messy activity, so each student should have his own paint shirt or apron.



EASY FUDGE

- 1/2 cup margarine or butter
- 1/2 cup cocoa
- 1/2 cup dry milk
- 1/3 cup water
- 1 pound confectioners' sugar, divided

Stir first four ingredients and 1/2 pound of the confectioners' sugar together till well blended. Add the remaining confectioners' sugar, and stir till thick and blended. Spread the mixture into a flat pan and chill for one hour.

CHOCOLATE HAYSTACKS

- 1 small package chocolate chips
- 1 small package butterscotch chips
- 1 small package Spanish peanuts
- 1 small package Chinese noodles

Melt the chocolate and butterscotch chips in a double boiler. Add the rest of the ingredients and mix until well coated. Drop by teaspoonfuls onto wax paper. Cool at room temperature until set.



CHOCOLATE FLUFFS

- 1 one-pound milk chocolate bar
- 1 eight-ounce bowl whipped topping
- 15 vanilla wafer cookies

Slowly melt the milk chocolate in a double boiler. Let cool slightly and fold in whipped topping. Drop by rounded teaspoonfuls, and mold into balls. Then roll each ball in vanilla wafer crumbs. Keep refrigerated until ready to eat.

OTHER CHOCOLATE RESOURCES

CHILDREN'S BOOKS

READ-ALOUDS

CHARLIE AND THE CHOCOLATE FACTORY by Roald Dahl
(Penguin, 1964)

Summary:

The golden ticket allows Charlie a visit to Willy Wonka's chocolate factory.

CHOCOLATE FEVER by Robert Kimmel Smith
(Dell Publishing Co., 1972)

Summary:

Learn what happens to a little boy who eats too much chocolate and how the situation is remedied.

THE CHOCOLATE TOUCH by Patrick Catling
(William Morrow, 1952)

Summary:

Everything that John touches turns to chocolate. He finds he has to eat things like chocolate bacon and chocolate eggs. He even has to use chocolate toothpaste!

CHILDREN'S POETRY

"Jump Rope Rhyme" by Charlie Meehan
THE CHOCOLATE BOOK by Michael Patrick Hearn (Caedman, 1983)

"Chocolate Cake" by Nina Payne
RANDOM HOUSE BOOK OF POETRY FOR CHILDREN (Random House, 1983)

"Mother's Chocolate Valentine" by Jack Prelutsky
IT'S VALENTINE'S DAY (William Morrow Co., 1983)

RESOURCE BOOKS

CHOCOLATE by Jacqueline Dineen
(Wayland Publishers Ltd., 1990)

Summary:

Discusses the history of chocolate, where it comes from and how it is processed.

PICKLES

PICKLE THINGS

by
Marc Brown
(Parent's Magazine Press, 1980)

•Summary

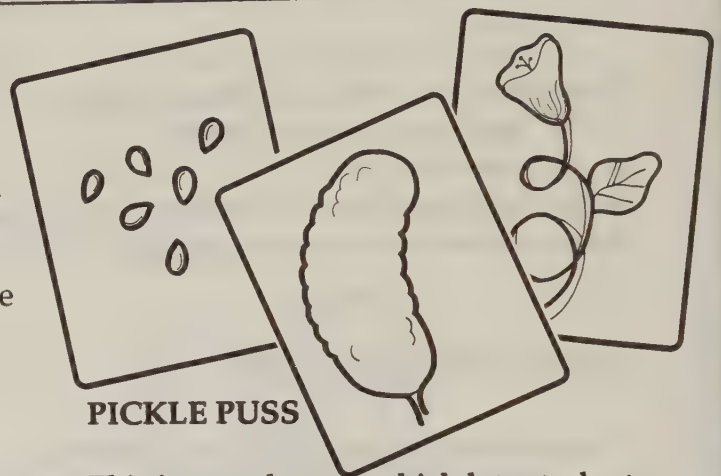
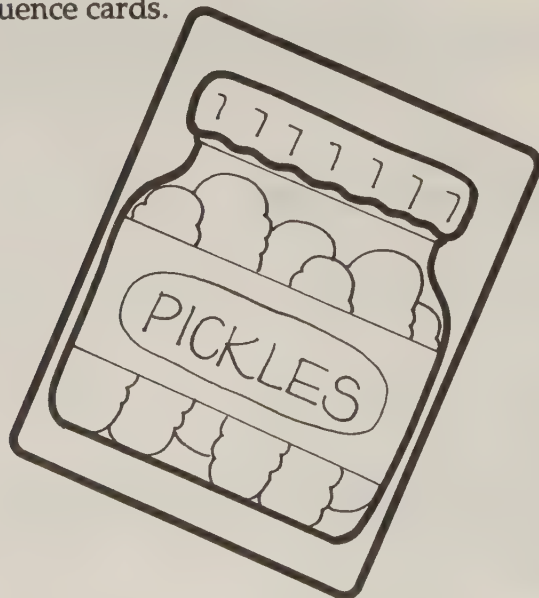
Describes in rhyme the many things a pickle isn't.

CUCUMBER SEQUENCE CARDS

This activity shows the correct growth sequence of the pickle life cycle, from cucumber to pickle. Use the cards to show the correct sequence. This can be done individually or as a group.

Preparation:

Use the patterns on page 117.
Reproduce, color, cut, mount onto tagboard, and laminate the cucumber sequence cards.



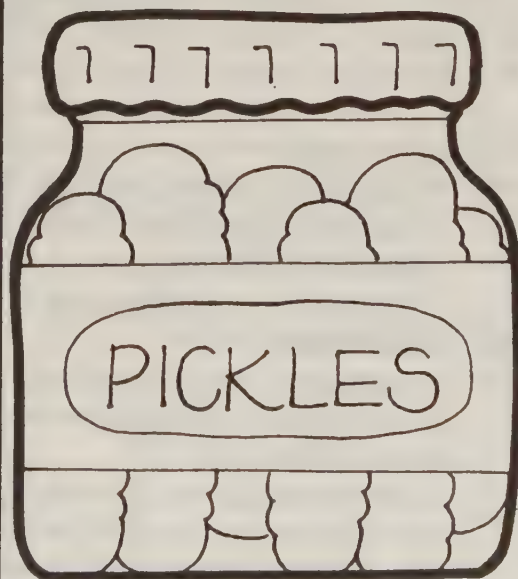
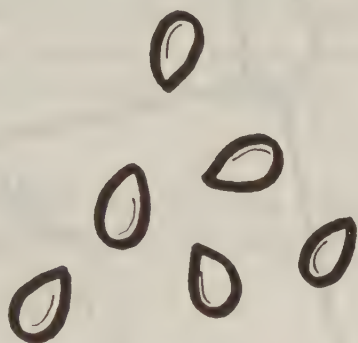
PICKLE PUSS

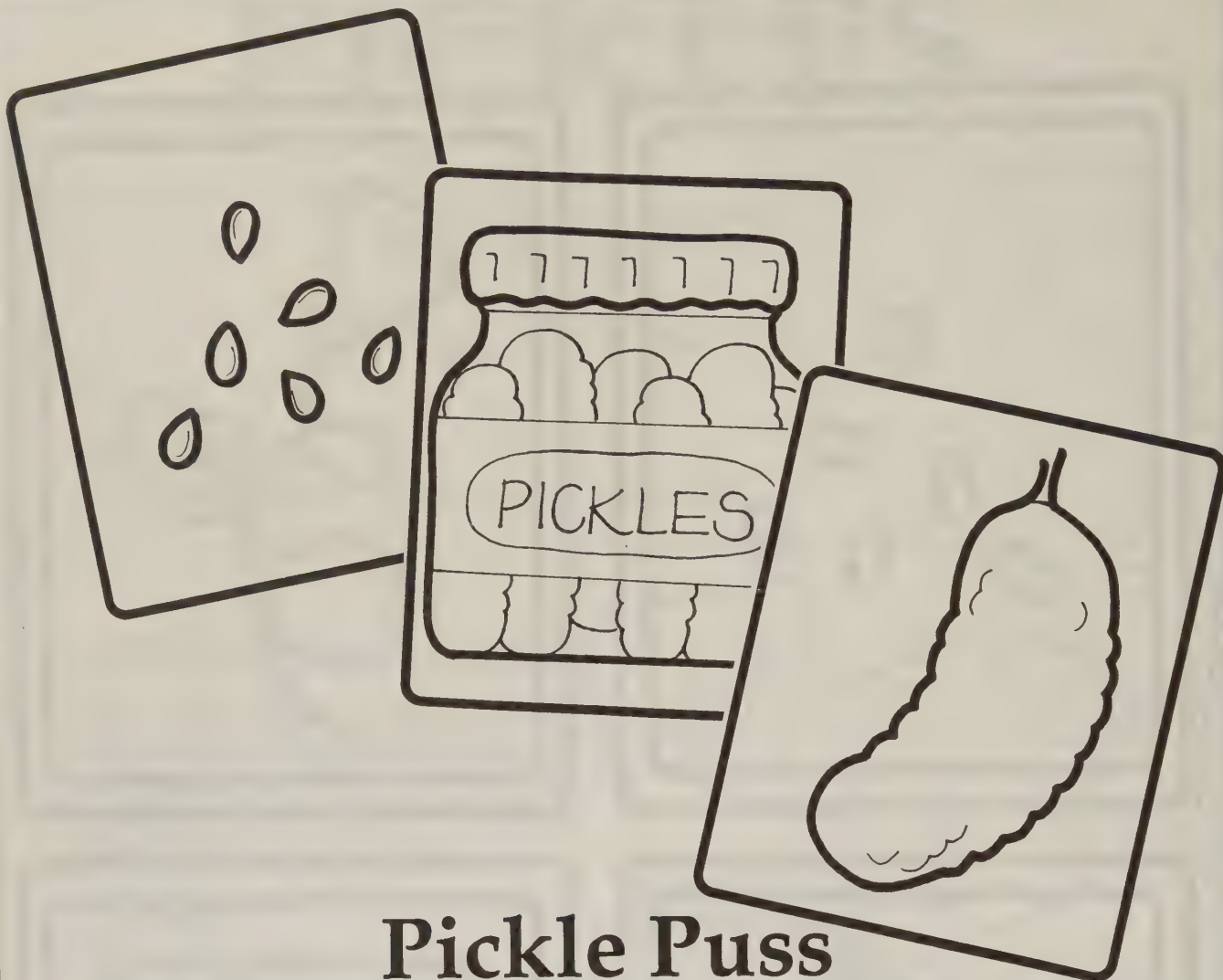
This is a card game which lets students practice their science and sequencing skills by showing the life cycle of the cucumber.

Preparation:

Use the patterns on page 117. Make eight sets of the cucumber sequence cards and color code each set differently by coloring the edges of each set of cards its own color. Prepare as instructed in the previous activity. Assemble the game envelope. Reproduce page 118, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 118.

Cucumber Sequence Cards





Pickle Puss

DIRECTIONS:

1. This is a game for 2-4 players. Deal six cards to each player. Put remaining cards face down in a draw pile with one card face up in a discard pile.
2. In turn, each player draws one card from another player, the draw pile, or the discard pile.
3. After drawing a card, the player must discard one card to the discard pile. If a card is drawn from another player's hand, then that player draws a card from the draw pile. Players should have SIX cards in their hands at all times.
4. When a player gets a complete set (all four cards of the same color, showing each step of the growth cycle), he lays his set down and then draws four new cards from the draw pile. Play continues in this manner until all cards from the draw and discard piles are gone.
5. The player with the most complete sets at the end of the game wins!

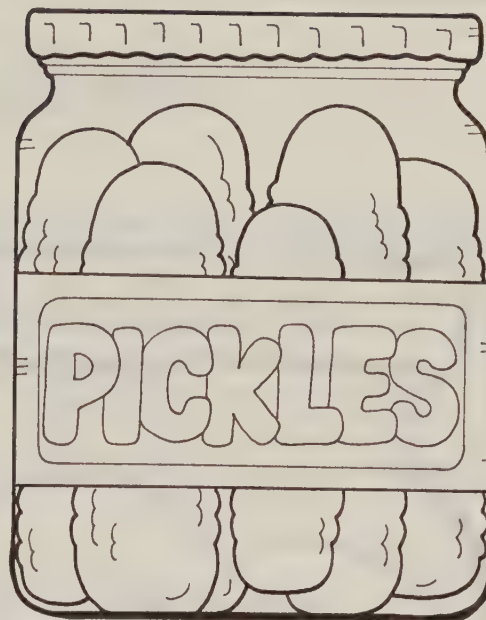
PICKLE SHAPE BOOK

Make a pickle shape book using the pattern on page 120. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

Have students practice their penmanship and learn more about pickles and cucumbers by printing the "Pickle Facts" found on page 121.

Variation:

Have students use the pickle shape books to write their own pickle stories.



SWEET & SOUR PICKLES

This is a file folder game where students practice the concept of antonyms by matching the pickle to the pickle jar. (See example at left.)

Preparation:

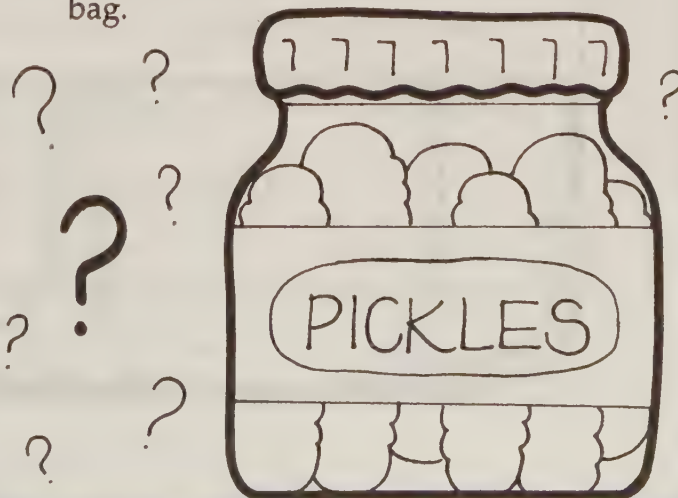
Use the pickle jar patterns on page 123 to make the file folder game board. Reproduce, color, cut out, label with a word from an antonym pair, mount on a file folder and laminate. Use the pickle patterns on page 122 to make the corresponding antonym answer pieces. Reproduce, color, label with a corresponding antonym, cut out, mount onto tagboard and laminate the pickles. Store game answer pieces in a zip-close bag.



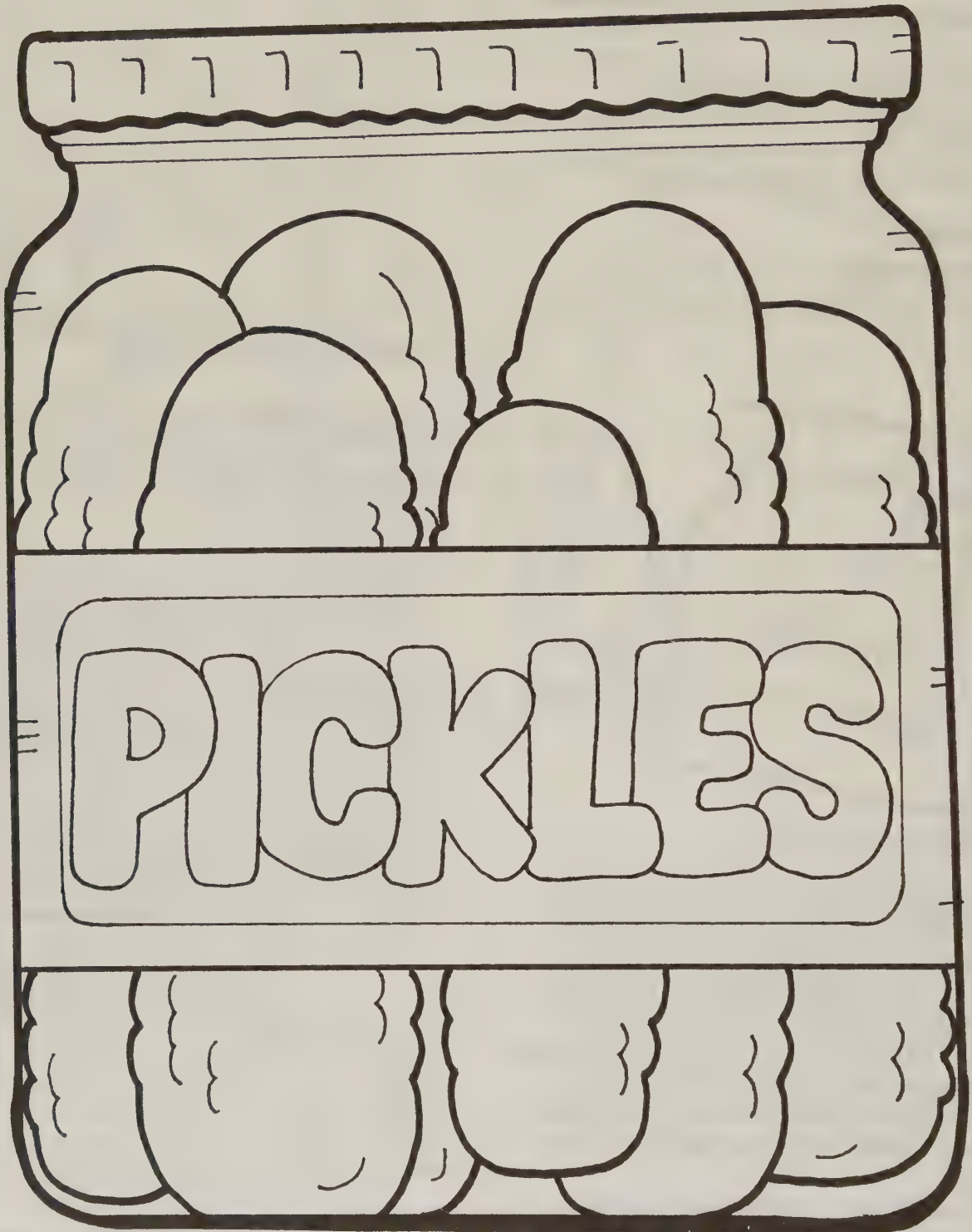
PICKLE ESTIMATE

Using several jars of pickles, each one a different variety, let students practice their estimation skills. Have students guess how many pickles are in each jar. For older students, you may want to find the unit cost of each pickle, the total cost of all of the jars of pickles, how many pickles there are altogether, how many pickles each student would get, etc.

(Note: Do this activity before doing "The Preferred Pickle" activity on page 124. You can use the same jars used in this activity for "The Preferred Pickle.")



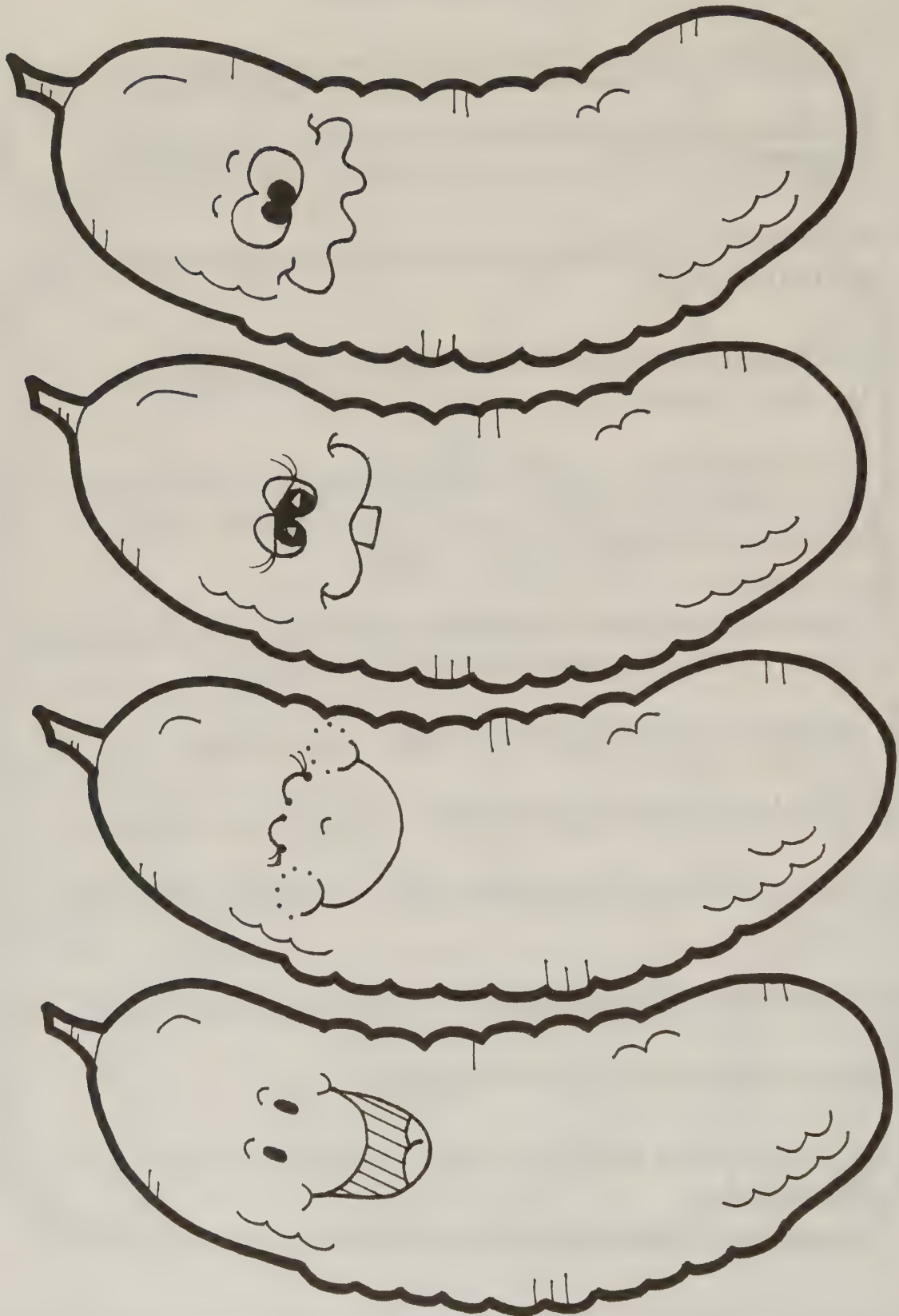
Pickle Shape Book Pattern



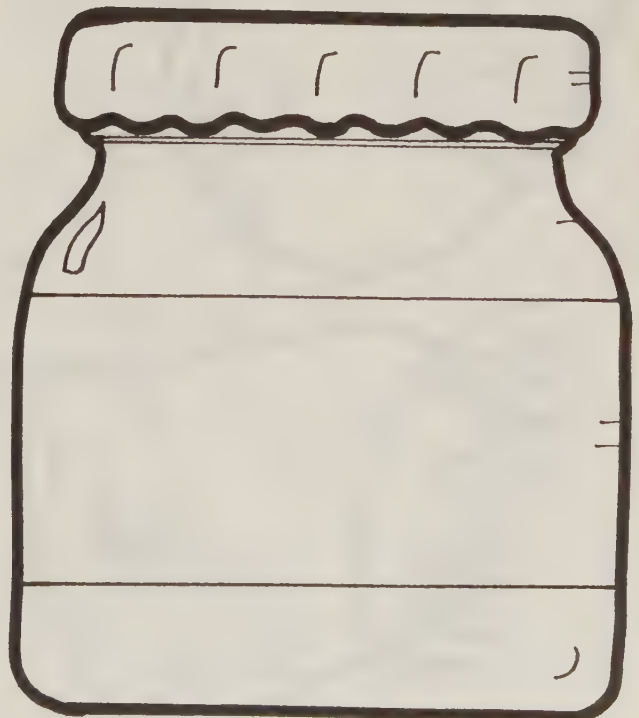
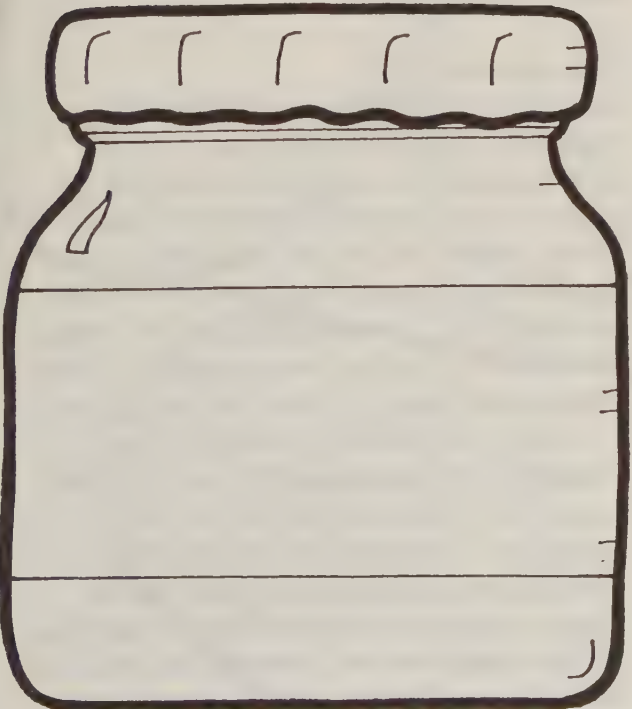
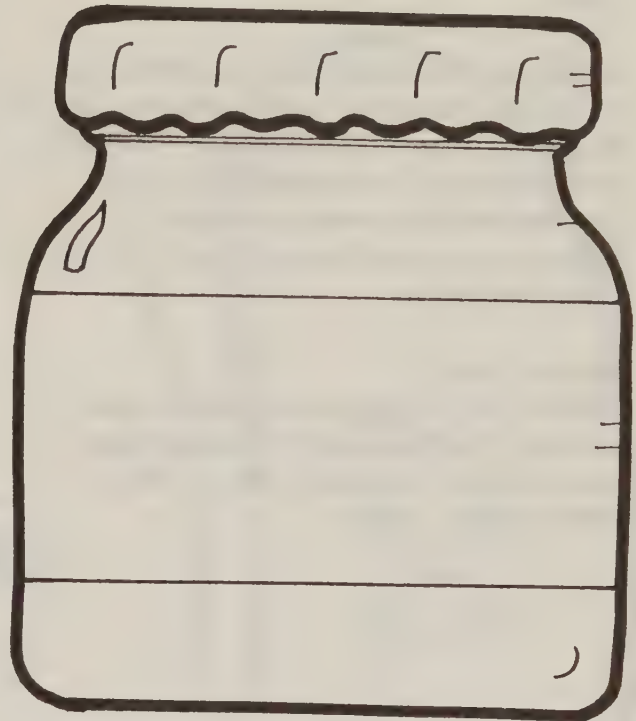
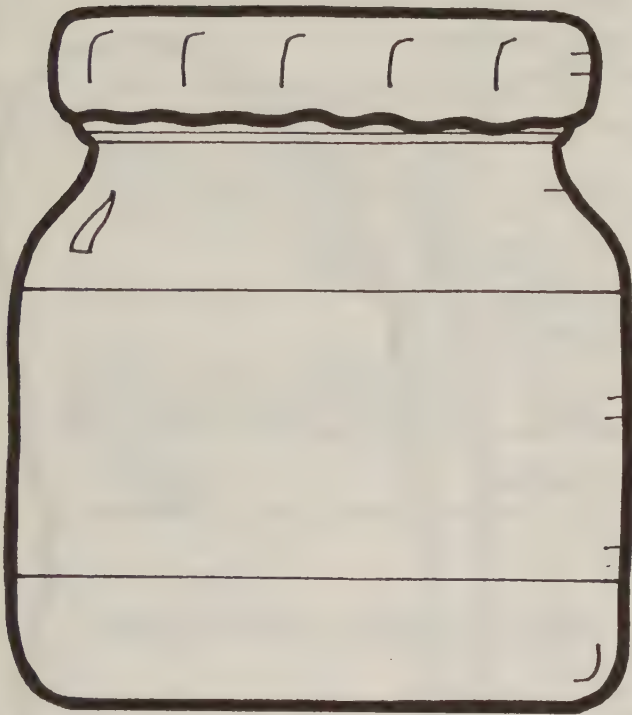
Pickle Facts

- People have been eating pickles for more than 4,000 years.
- In Japan, pickles are served at the end of a meal for dessert.
- In America, pickles are served at the beginning of a meal as an appetizer.
- America was named after a Spanish pickle peddler, Amerigo Vespucci.
- Kegs of pickled vegetables were provided for the crews of ships which were exploring the New World. This prevented an illness called scurvy.
- Pickles are made by first soaking cucumbers in brine and vinegar, then flavoring them with seasonings.
- Cucumber pickles may be either sweet or sour.
- Dill pickles are the most common type of sour pickles.
- Small cucumbers, or gherkins, are the best known sweet pickles.
- A cucumber plant frequently yields 100 or more fruits.
- The cucumber belongs to the gourd family.
- Cucumbers may grow to a size ranging from one inch to three feet long.

Sweet & Sour Pickle Patterns



Sweet & Sour Pickle Jar Patterns



THE PREFERRED PICKLE

Using several varieties of pickles, practice graphing skills together as a class.

Supply each student with one of each of the pickle varieties. Let the students do their own taste test to determine their favorite pickle. After students have determined their favorite variety, let them make a class bar graph to show the preferred pickle.













Preparation:

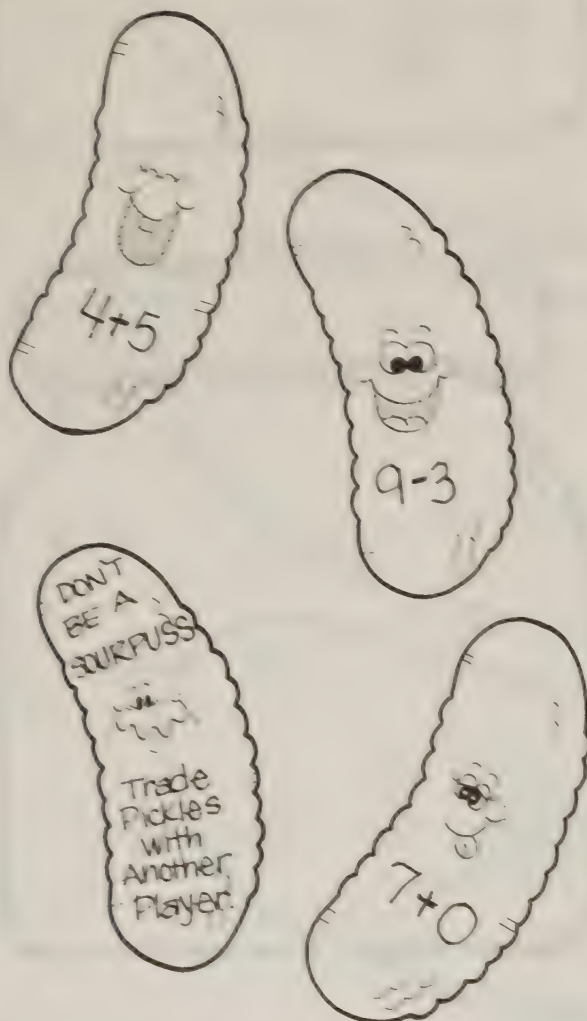
Draw a very large graph (see example shown.) Students enjoy filling in their own square. They may want to do it with a green crayon.

Variation:

If students like this activity, supply another graph for their least favorite pickle variety.

THE PREFERRED PICKLE

DILL					
KOSHER					
(GHERKIN) SWEET					
BUTTER CHIP					
REUSH					



"I'M IN A PICKLE" MATH GAME

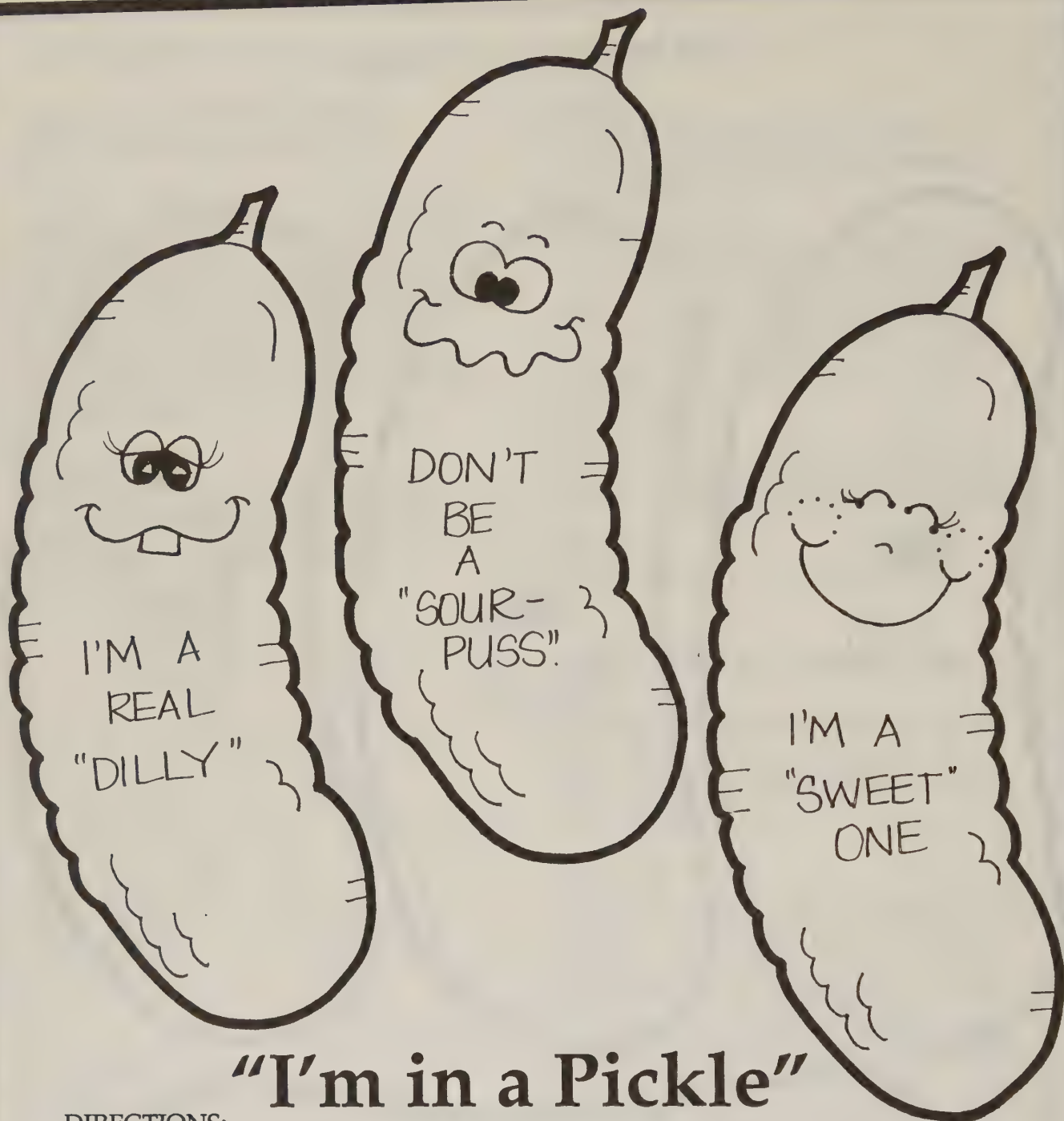
This activity lets students practice math skills. The teacher may program the game to whatever math skill the class is learning at the time.

Preparation:

Reproduce several sets of pickles on page 125. Color, label, cut out, mount onto tagboard, and laminate the pickles. Make as many sets as needed. On each pickle, write a math fact. Include some pickles which read: "Too sour! - - Throw me back in," "You puckered up - - Lose one turn," "This is a sweet pickle - - You get an extra turn," "Don't be a sourpuss - - Trade pickles with another player." Assemble a game envelope. Reproduce page 126, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 126. The number of players for this game will depend upon the number of pickles made for the game.

"I'm in a Pickle" Patterns





"I'm in a Pickle"

DIRECTIONS:

1. Spread all pickles face down on the playing area.
2. In turn, players choose one pickle. If the pickle has a math problem and the player solves it correctly, then he may keep the pickle. If the answer is incorrect, the pickle is put back face down. When a pickle has a direction on it, the player must do what it says and keep the pickle —unless the direction says otherwise.
3. Play continues in this manner until all pickles have been drawn. The player with the most pickles at the end of the game wins!

JUMP ROPE RHYME

Not last night but the night before,
A big dill pickle came knocking at my door.
I opened the door, to let him in,
And the pickle hit me with a rolling pin.
How many times did he hit me on the head?
1, 2, 3, 4, . . . etc.

adapted traditional



PICKLE RELAY RACE

Students can really measure up in this activity. Divide the class into teams. Each team stands in a single-file line. Players take turns rolling a cucumber or a pickle with a yardstick or a ruler to a designated point. Then they pick up the cucumber or pickle and run back to the line where teammates in turn repeat this process. The first team to have all players roll the cucumber or the pickle is the winning team!



PICKLE PRINTS

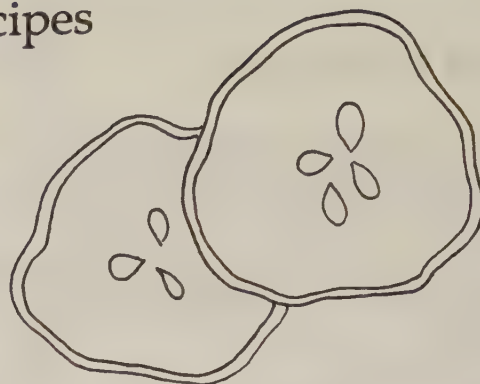
Cut a cucumber or a pickle into thick 2" slices and show the children the seeds. Then make pickle prints by dipping the cucumbers in a shallow dish of green tempera paint and pressing the cucumbers on construction paper to make prints.



Cucumber Recipes

CUCUMBER CHIPS AND DIPS

Have a healthy chip dip party by dipping cucumber chips (slices) in different kinds of dip. Below are some dip recipes to try.



DILL DIP

1 cup sour cream
1/3 cup instant dry buttermilk
1 teaspoon dried dill weed
1/4 teaspoon salt
1 clove garlic, crushed

Mix all ingredients together. Cover and refrigerate one hour.

SPINACH DIP

1 pkg. (10 oz.) frozen drained spinach
1 pint mayonnaise
3 teaspoons chives (chopped)
2 teaspoons seasoning salt
1/8 teaspoon cayenne pepper
pinch black pepper
pinch salt

Mix ingredients together. Cover and chill.

OTHER PICKLE RESOURCES

CHILDREN'S BOOKS

PICKLE CREATURE by Daniel M. Pinkwater
(Four Winds Press, 1979)

Summary:

Instead of the pickle his grandmother asked him to get at the supermarket, Conrad brings home a pickle creature.

CHILDREN'S POETRY

"A Cucumber's Pickle" by William Cole
POEM STEW (Harper & Row, 1981)

"If I Only Had a Nickel" (fingerplay)
MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

EGGS

CHICKENS AREN'T THE ONLY ONES

by

Ruth Heller

(Grosset and Dunlap, 1981)

•Summary

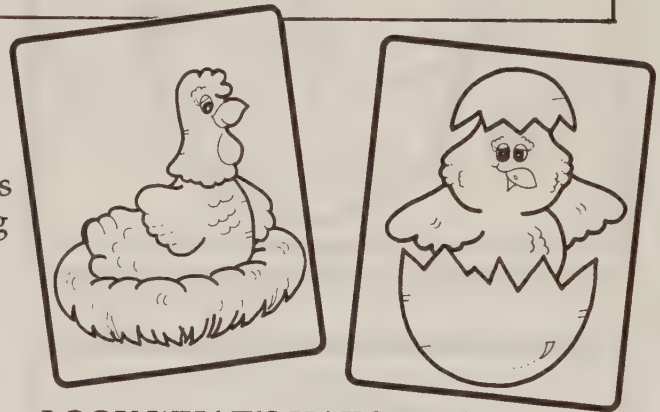
A beautifully illustrated science book which explains all types of animals that lay eggs and includes other interesting facts.

EGG SEQUENCE CARDS

This activity shows two growth sequences of the chicken egg. (One is a hatching egg and the other is an edible egg.) Use the cards to show either sequence. This can be done individually or as a group.

Preparation:

Use the patterns on pages 130-131. Reproduce, color, cut out, mount onto tagboard, and laminate the egg sequence cards.



LOOK WHAT'S HATCHING

This is a card game which lets students practice their science and matching skills by showing the life cycle of an egg. It is played much like the game "Old Maid."

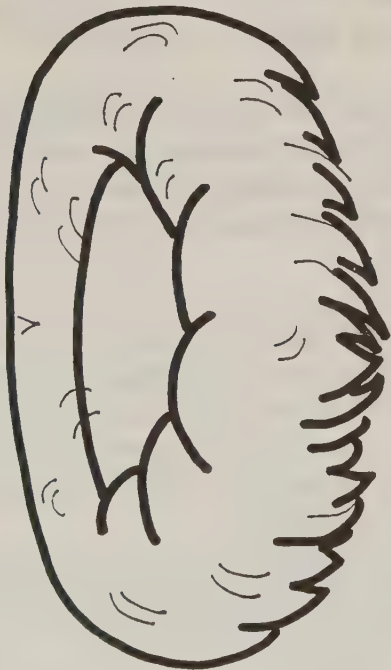
Preparation:

Use the patterns on pages 130-131.

Make two sets of the egg sequence cards and prepare as instructed in the previous activity. (Note: Use only one fried egg card.)

Assemble game envelope. Reproduce page 132, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 132.

Egg Sequence Cards



Egg Sequence Cards

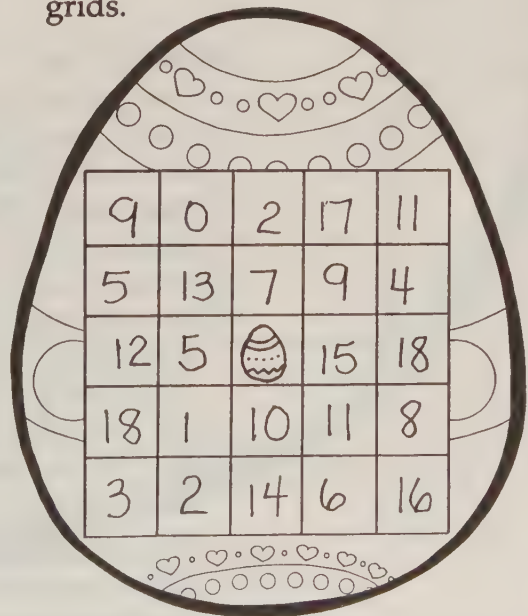


EGG BINGO

Using the egg bingo pattern on page 133, students randomly fill in their own egg grids using numbers from 1-18. As the teacher calls out basic addition facts, students cover the correct answers using beans, cardboard pieces, etc. The egg in the middle square can be a "free" space. The first person to get five in a row is the winner.

Variations:

1. Play egg blackout. The first student to cover every answer on the grid is the winner.
2. Practice subtraction facts. Have students fill in the egg grid using numbers 0-9. The teacher calls out basic subtraction facts, and students cover the correct answers. The first student to get five in a row in any direction is the winner.
3. Practice the alphabet. Students fill in their grids using capital letters. The teacher calls out the letters or holds up cards with lower case letters on them. Students cover the corresponding capital letters on their grids.



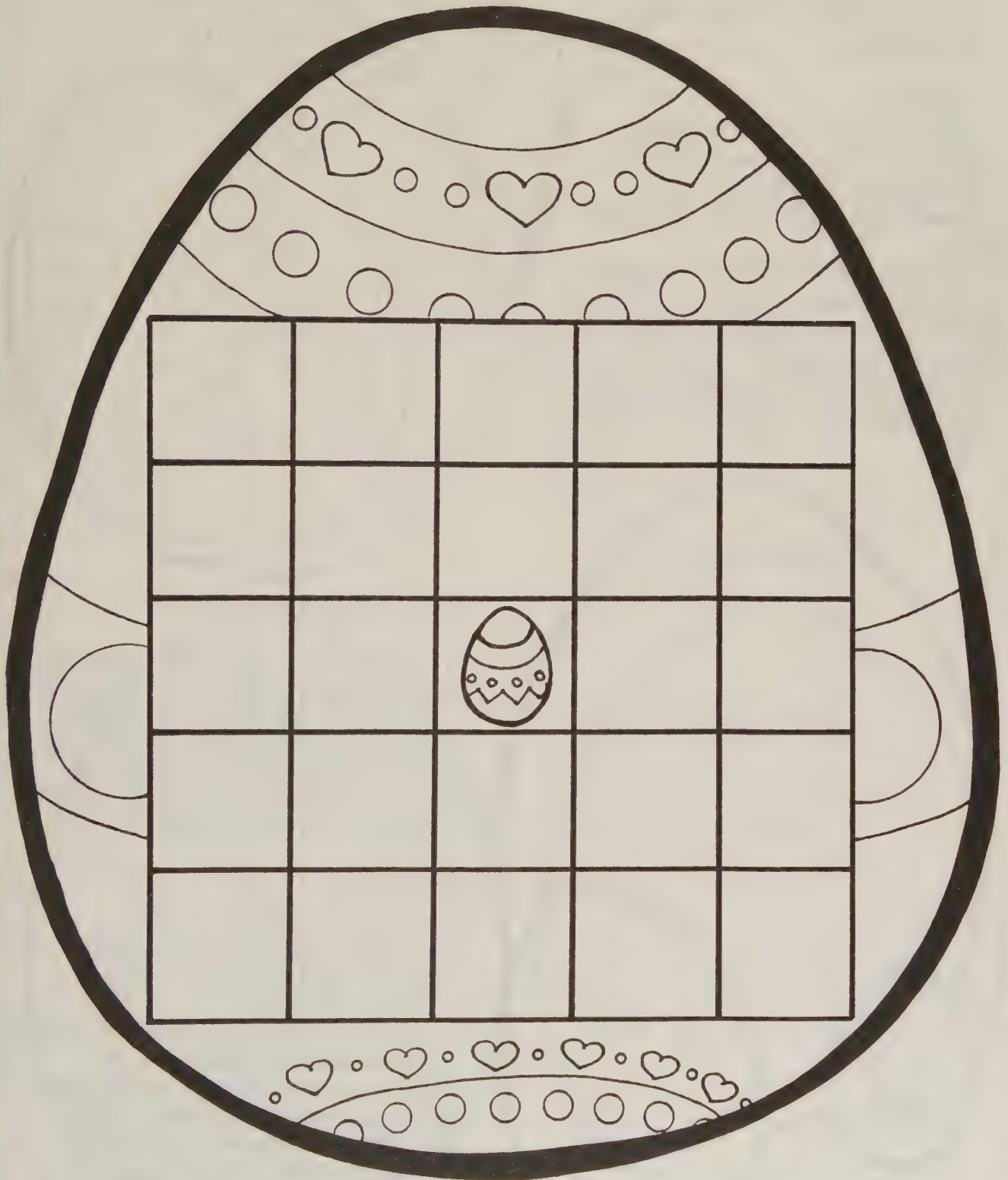


Look What's Hatching

DIRECTIONS:

1. This game is played much like "Old Maid" and is for two players. Deal all cards among players.
2. Each player then lays down any matched pairs he may have.
3. In turn, each player draws a card from the other player, trying to avoid the fried egg card. If the card drawn matches another card in his hand, he lays down the matched pair. Then, the turn passes to the next player.
4. Play continues in this manner until a player gets rid of all of his cards. He then becomes the winner.

Egg Bingo Pattern



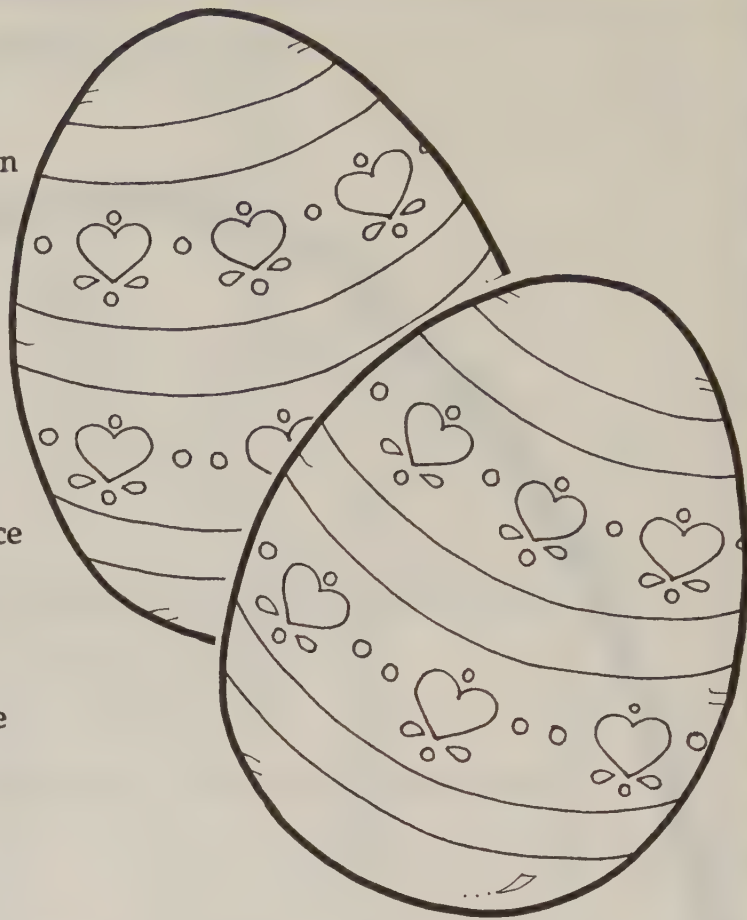
EGG-STRADORDINARY EGGS

This is a game where students practice their memory and visual discrimination skills by finding the match to each decorated egg.

Preparation:

Use the patterns on pages 135-136. Reproduce, color, cut out, mount on tagboard, and laminate the egg-stradordinary egg patterns. Make two sets.

Assemble a game envelope. Reproduce page 137, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with scissors. Store game pieces in envelope when not in use. Game directions are provided on page 137.



BIG EGG, LITTLE EGG

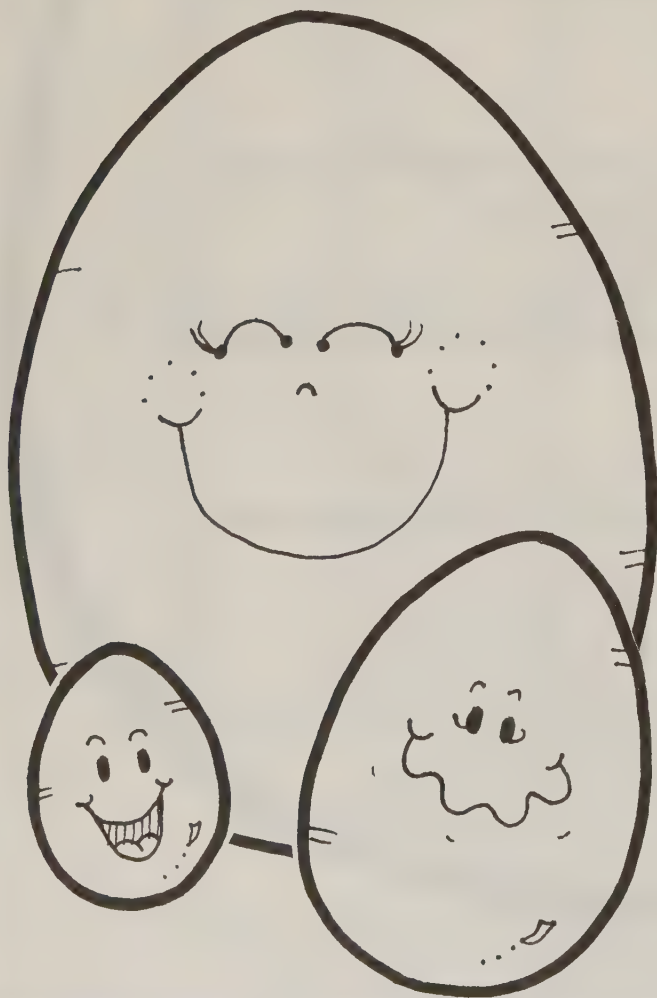
This is a game where students practice their sequencing skills by arranging the eggs from the smallest to the largest. After reading *Chickens Aren't the Only Ones*, see if students can remember which animal lays the smallest and which lays the largest eggs.

Preparation:

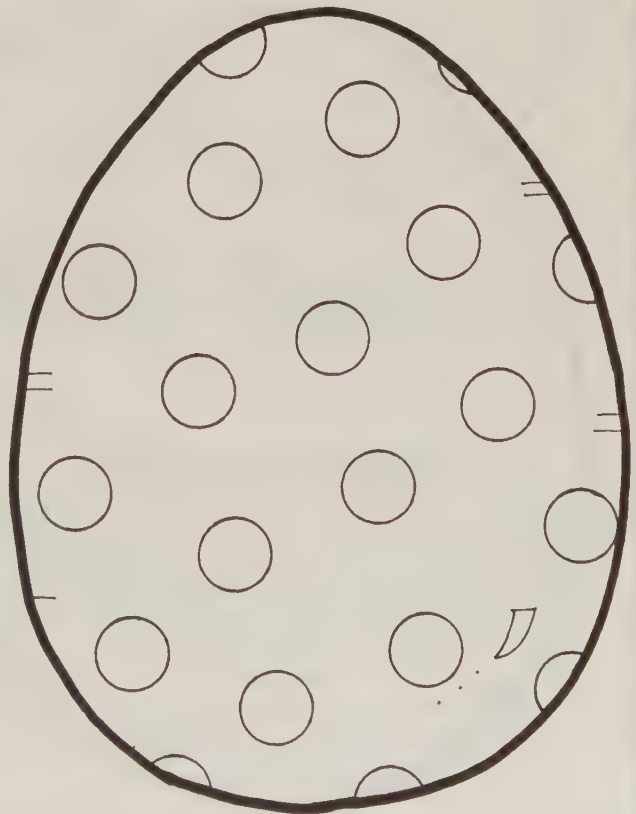
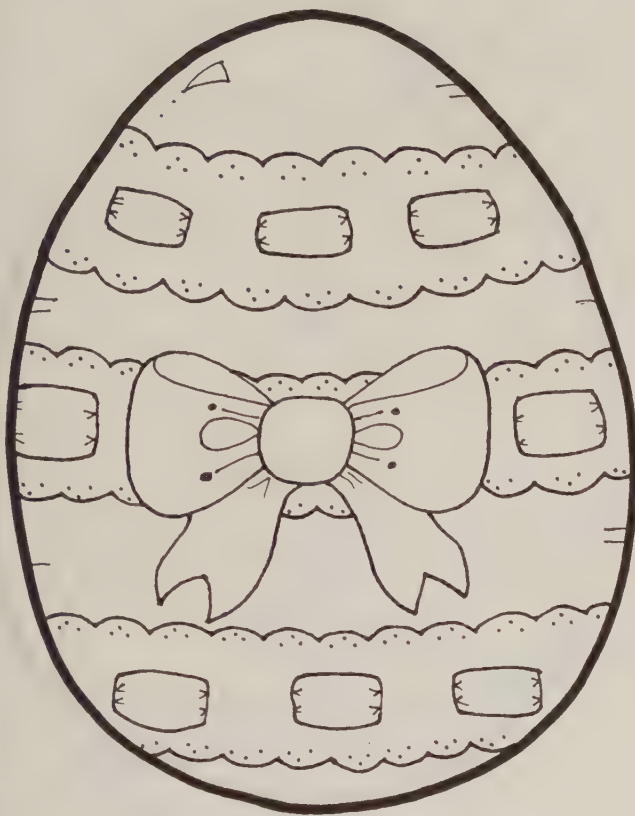
Use the patterns on page 138.

Reproduce, color, cut out, mount on tagboard, and laminate the "Big Egg, Little Egg Patterns."

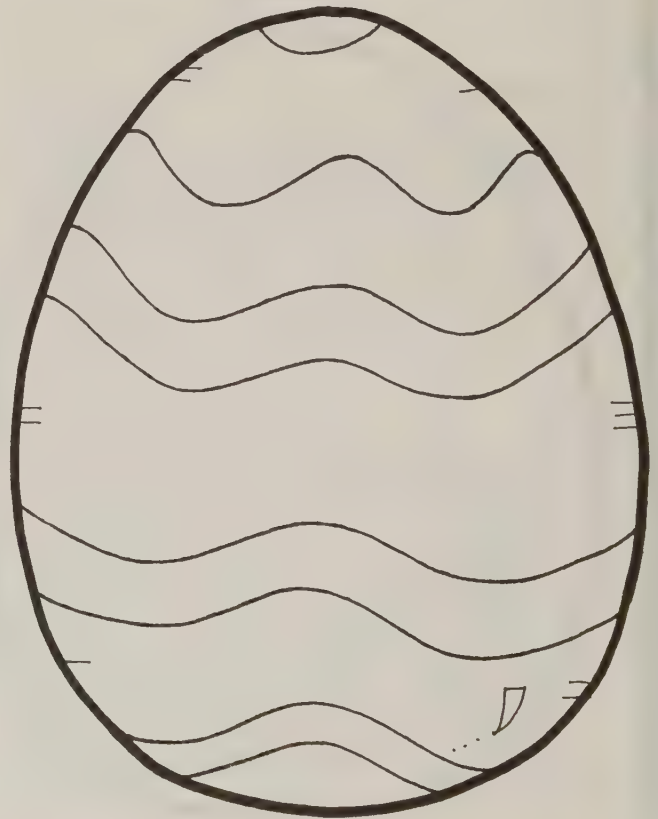
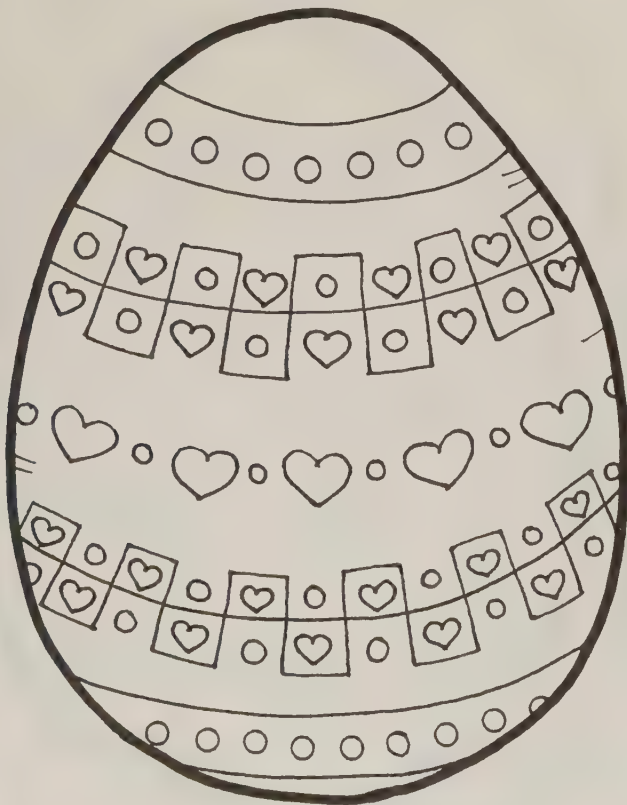
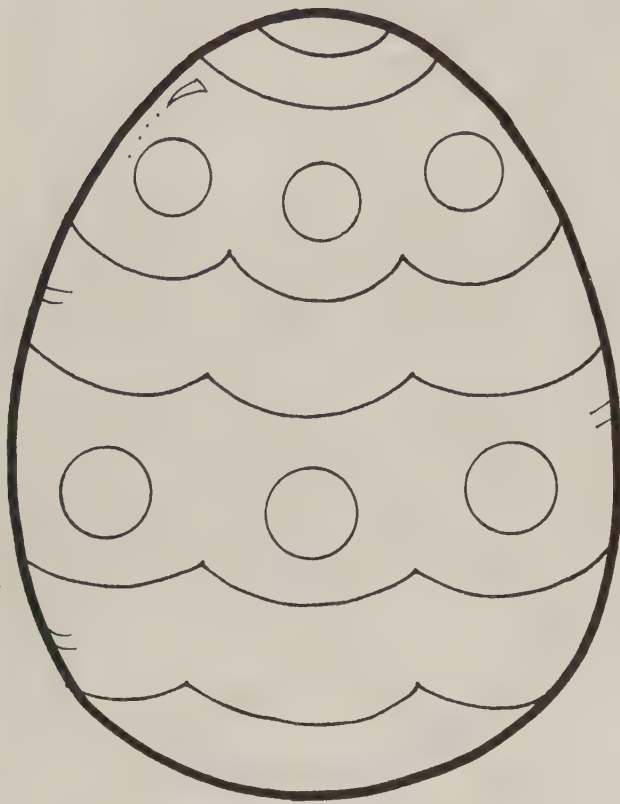
Assemble a game envelope. Reproduce page 139, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with scissors. Store game pieces in envelope when not in use. Game directions are provided on page 139.



Egg-straordinary Egg Patterns



Egg-straordinary Egg Patterns



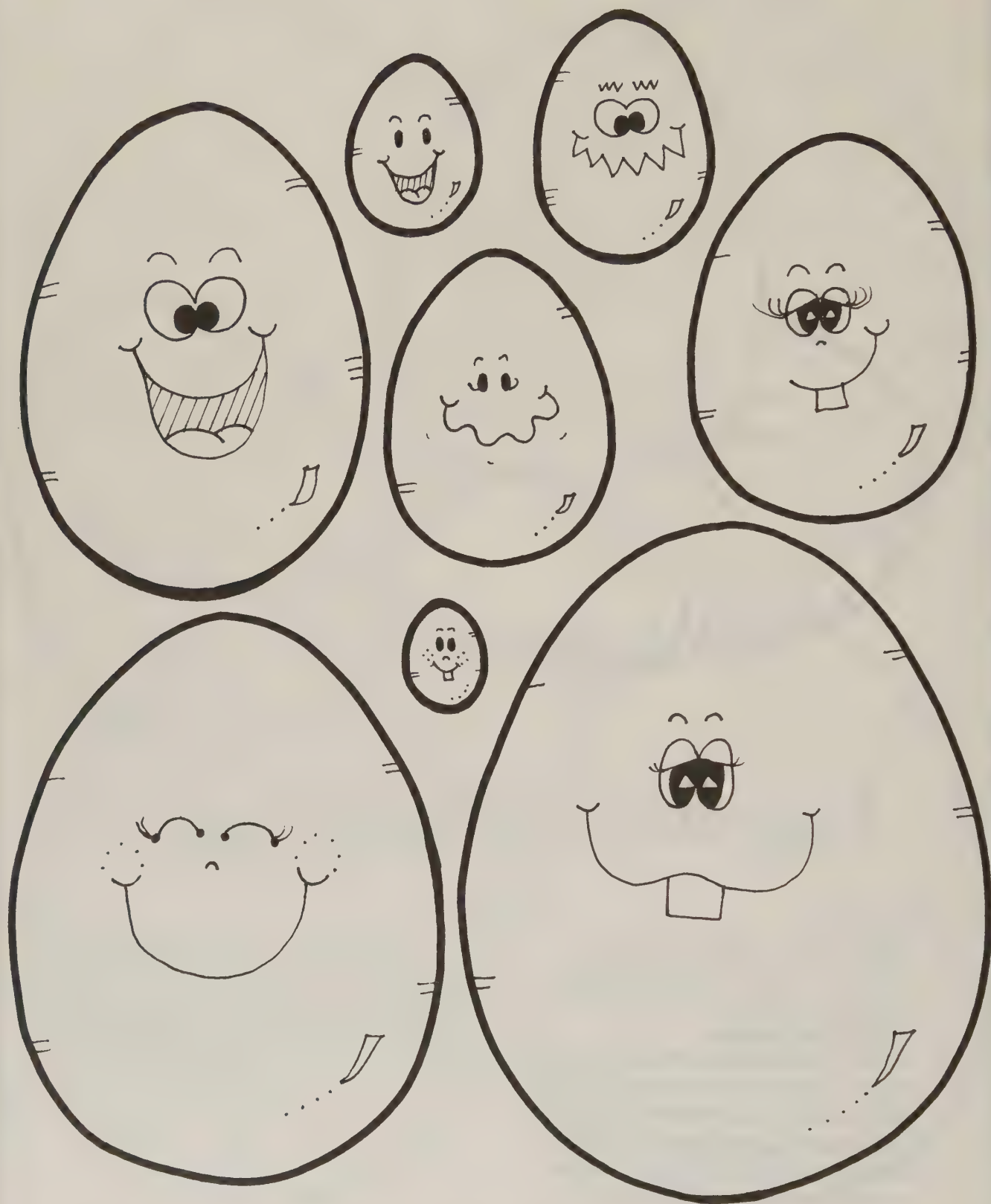


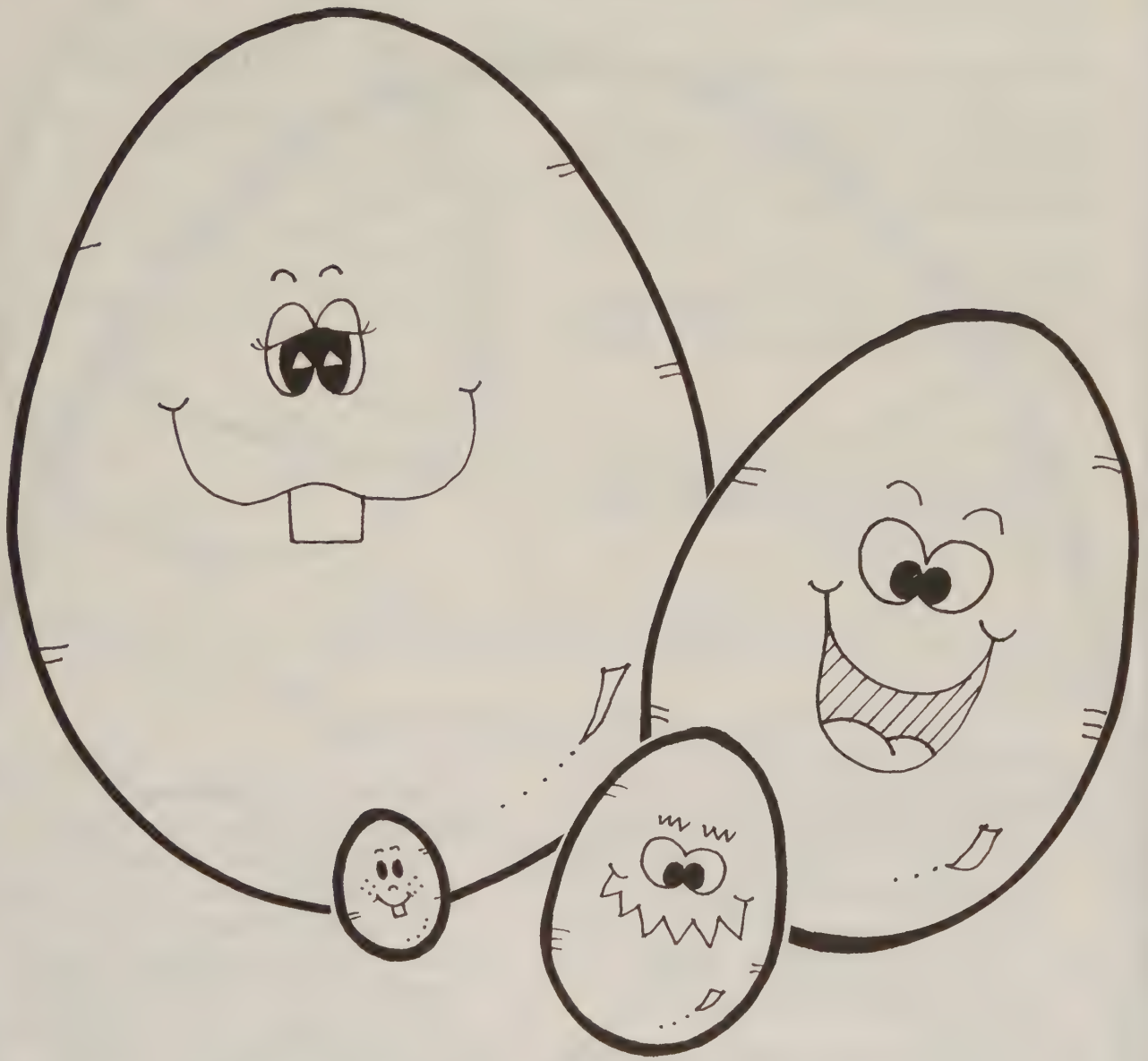
Egg-traordinary Eggs

DIRECTIONS:

1. This game is played much like "Memory" and is for 2-4 players. Spread out all cards face down on the playing surface.
2. In turn each player turns over two cards. If the cards match, the player keeps them and continues his turn. If the cards do not match, the cards are turned back face down and the turn passes to the next player.
3. Play continues in this manner until all matched pairs have been found. The player with the most sets at the end of the game is the winner.

Big Egg, Little Egg Patterns





BIG EGG, Little Egg

DIRECTIONS:

Arrange the egg sizes in order from the smallest egg to the largest.

Variation:

Two players lay out all eggs on the table. Each player, in turn, takes either one egg or two eggs, trying to avoid the smallest egg. The player forced to take the smallest egg loses the game.

EGG SHAPE BOOKS

Make egg shape books using the pattern on page 141. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

Have students practice their penmanship and learn more about eggs by printing the egg facts found on page 142.

Variation:

Have students use the egg shape books to write their own egg stories or enlarge to make a class big book.



EGG RELAY RACES

1. Divide students into teams and have the first person on each team carry a raw egg on a spoon from the starting line to a designated point and back to the next teammate. The first team to get through all of its players without breaking the egg is the winner.
2. Using hard boiled eggs, let students push the eggs with their noses to a designated point.
3. Have an egg toss. Divide students into pairs. Each pair is given a raw egg and must toss it back and forth to each other without breaking it. The first time they toss it, they should be three feet away from each other. Each time they toss it, they both take one giant step backward. The pair throwing the egg the farthest distance without breaking it wins.
4. Divide the class into teams. Give each team a raw egg. Each team member will need a spoon. At the signal, the first person tries to pass the egg onto the next teammate's spoon without dropping it and so on. The first team to get the egg from the front of its line to the back of the line in one piece wins.
Variation: To make it harder, each person must hold his spoon in his mouth.

Note: For any of the above activities, you may use plastic eggs if you would prefer not to create a mess.

Egg Shape Book Pattern



Egg Facts

- All birds lay eggs. The ostrich lays the largest egg, which is about the size of a child's head. The hummingbird lays the smallest egg, which is smaller than a jelly bean.
- The robin's egg is blue. Some ducks lay black eggs. The owl lays eggs that are round.
- Hens and some ducks can lay 350 or more eggs each year.
- Reptiles lay eggs. Sea turtles' eggs look like table tennis balls but are soft.
- Amphibians lay eggs. Frog eggs hatch into tadpoles, which grow legs and lose their tails before growing into frogs.
- Fish lay eggs. Their eggs either float to the surface or sink to the bottom of the ocean.
- A mother seahorse lays her eggs in the father's pouch where they stay until they hatch.
- The octopus lays hundreds of thousands of eggs which hang together in strings attached to rocks or caves.
- Spiders lay eggs. They wrap their eggs in sacs.
- Insects lay eggs. A butterfly egg hatches into a caterpillar that grows and changes into a chrysalis and finally turns into a butterfly.
- There are only two mammals which lay eggs: the spiny anteater and the duckbill platypus. They live in Australia.
- Chickens lay the eggs we eat. They are the same eggs which can hatch into baby chicks.

EGG HEAD

This game is played much like "Hot Potato." Students sit in a circle and, as quickly as they can, pass a plastic egg to the person sitting next to them. When the teacher rings a bell or stops the music, whoever is holding the egg must leave the circle. Play continues in this manner until there is only one player left. This player is the winner and is awarded a plastic egg full of fun surprises.

EASTER BASKET CUPCAKES

Make Easter basket cupcakes with jelly bean eggs inside. Bake cupcakes and decorate as follows: spread frosting on top and sprinkle with green coconut. To dye coconut: add 1-2 drops of green food coloring to a small amount of water. Stir and add coconut. This is the grass in the basket. Make the basket's handle by pushing the ends of a licorice rope into each side of the cupcake. Finally, top the Easter basket with different colored jelly beans.



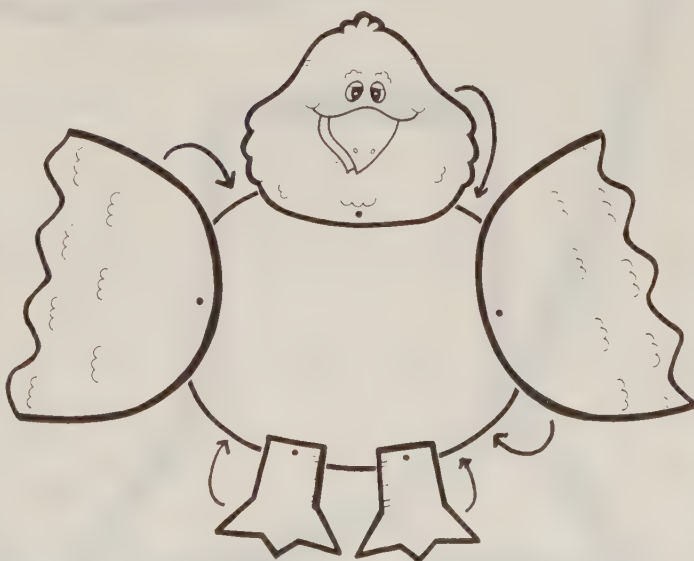
WHAT'S INSIDE YOUR EGG?

This activity tests the listening skills of students. Using plastic eggs which can be purchased at the store, fill each pair of eggs with a different substance (i.e., sand, rice, beans, noodles, etc.). Have students listen as the teacher shakes each egg. Then have them try to match the eggs containing the same substances. Finally, have students try to identify each substance.

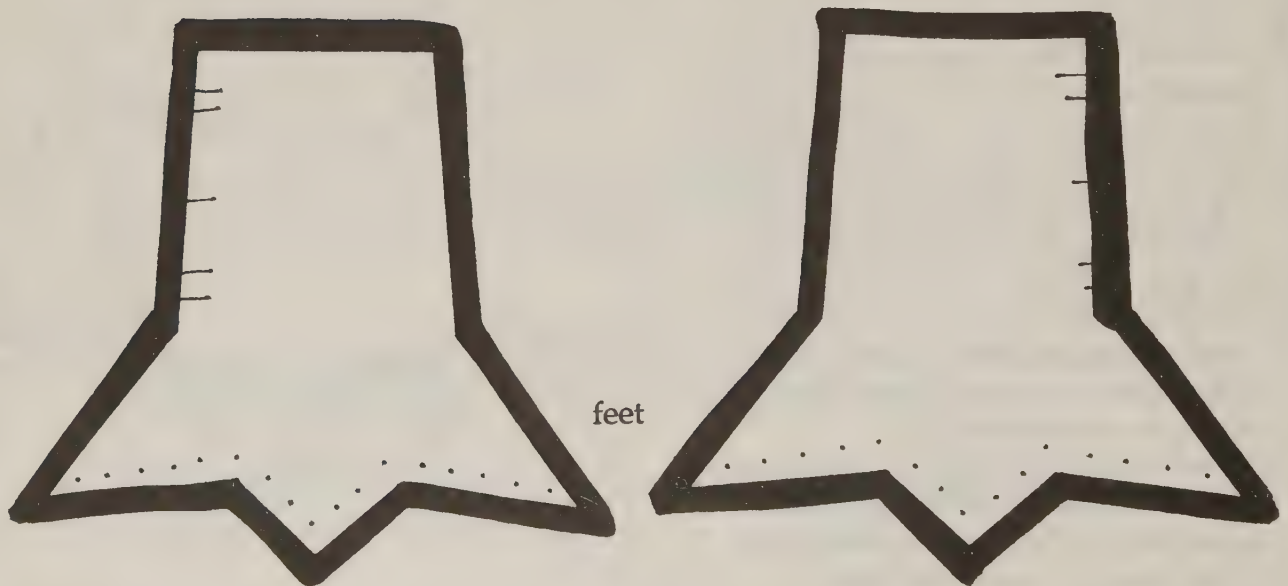
HATCHING CHICK

Students can make their own hatchable chick using the patterns on pages 144-146. Each student will need one set of patterns and five brass paper fasteners. Students can then color and cut out all of the pattern pieces. Cut the egg shell wings in half at the solid line. Assemble the chick with the brass paper fasteners attaching the two legs at the bottom of the egg, the head at the top, and the two wings at the sides of the chick's body. (Note: The oval of the body is going sideways, not up and down. See example shown at right.)

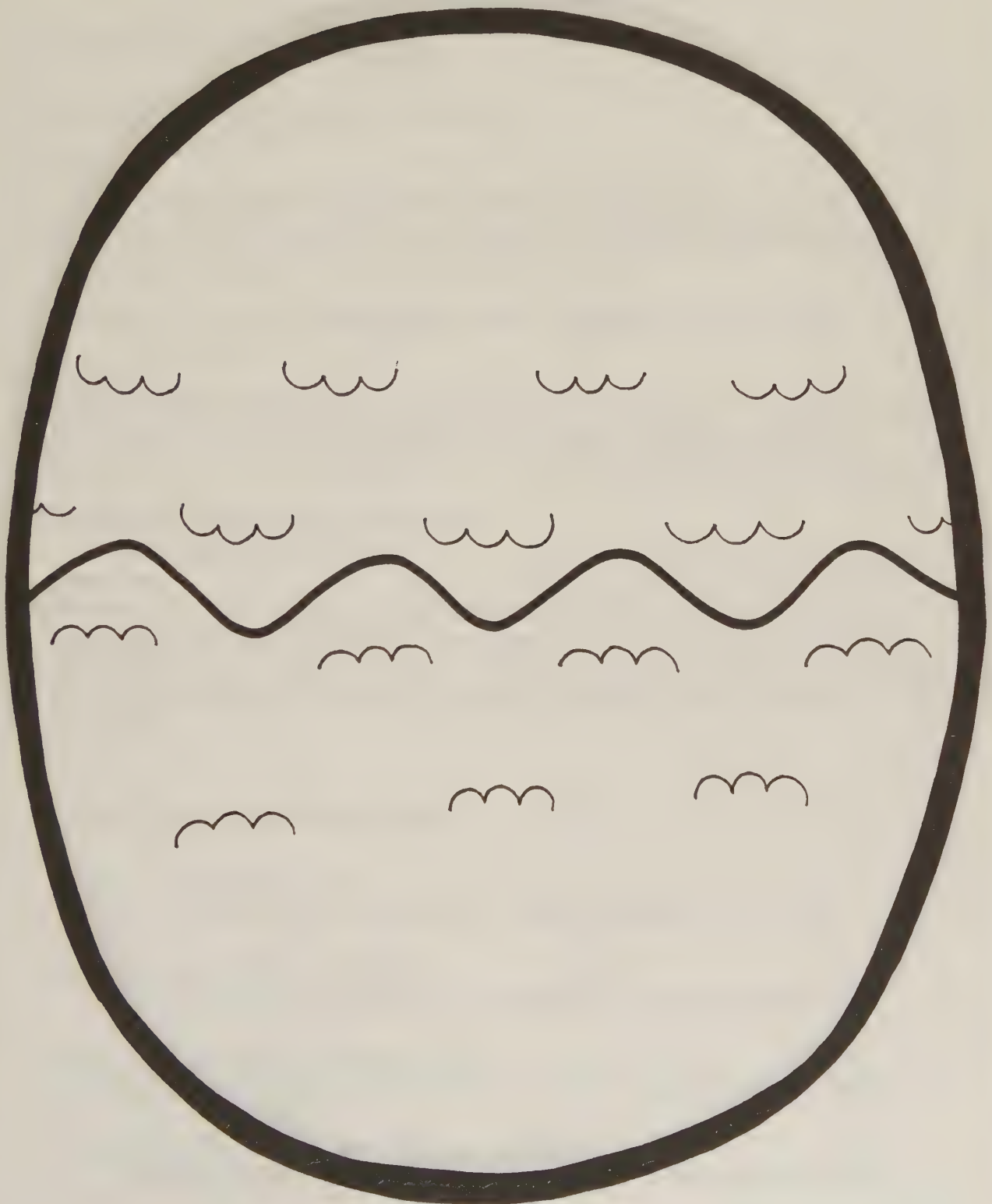
After assembling the chick, students can turn the parts up into the body and cover everything up with the wings. Then the egg is ready to hatch.



Hatching Chick Patterns



Hatching Chick Patterns



wings - (cut on solid line)

Hatching Chick Patterns



OTHER EGG RESOURCES

CHILDREN'S BOOKS

JUST PLAIN FANCY by Patricia Polacco
(Bantam, 1990)

Summary:

An Amish girl named Naomi, whose elders have impressed upon her the importance of adhering to the simple ways of her people, is horrified when one of her hen's eggs hatches into an extremely fancy bird.

BAD EGG - THE TRUE STORY OF HUMPTY DUMPTY by Sarah Hayes
(Little, Brown & Co., 1987)

Summary:

Based on the familiar nursery rhyme, this is the "true" story of Humpty Dumpty, who was not entirely blameless in his own sad fate. This gives a detailed description of what really happened on the wall and who fell off before he did!

GREEN EGGS AND HAM by Dr. Seuss
(Random House, 1960)

Summary:

The main character is pursued and hounded by Sam-I-Am to try a new food, green eggs and ham. This character emphatically tells Sam-I-Am that he does not like him or green eggs and ham. After much persistence from Sam-I-Am, the character finally gives in and tries green eggs and ham. Much to his surprise, he likes them!

CHILDREN'S POETRY

"Eggs" by Jack Prelutsky
THE NEW KID ON THE BLOCK (William Morrow & Co., 1984)

"Egg Thoughts" by Russell Hoban
THE RANDOM HOUSE BOOK OF POETRY (Random House, 1983)

"Meg's Egg" by Mary Ann Hoberman
THE RANDOM HOUSE BOOK OF POETRY (Random House, 1983)

"Little Bits of Soft Boiled Egg" by Faye Maschler
THE RANDOM HOUSE BOOK OF POETRY (Random House, 1983)

PIZZA

PIZZA FOR BREAKFAST

by

Maryann Kovalski

(William Morrow and Co., Inc., 1991)

•Summary

Frank and Zelda learn the folly of making wishes when they ask for more customers at their pizza restaurant.

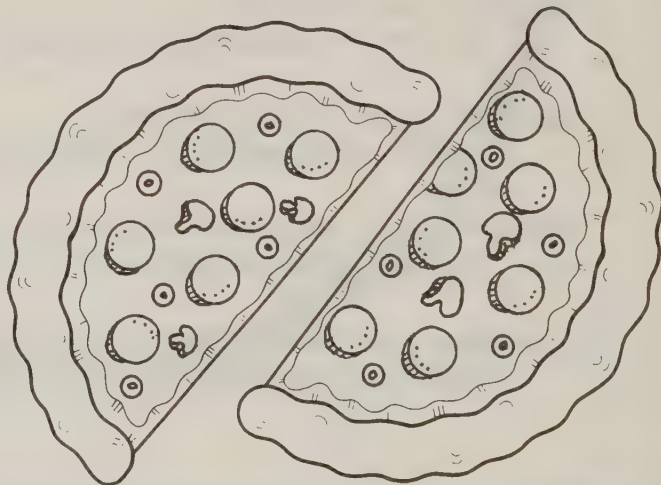
PIZZA FRACTION PUZZLES

This activity shows how a pizza can be divided into several equal pieces. This can be done individually or as a group.

Preparation:

Use the patterns on pages 150-152.

Reproduce, color, cut out, mount onto tagboard, and laminate the pizza fraction patterns. (Note: You will need to reproduce two of the $\frac{1}{2}$ fraction slices, three of the $\frac{1}{3}$ fraction slices, four of the $\frac{1}{4}$ fraction slices, six of the $\frac{1}{6}$ slices and eight of the $\frac{1}{8}$ fraction slices.) You may even want to make the pizza divided into halves a pepperoni pizza, the pizza divided into thirds Canadian bacon and mushroom, and so on. To do this, draw pepperoni, mushrooms, olives, etc., on the pieces of pizza before laminating the pieces.



SLICE IT UP

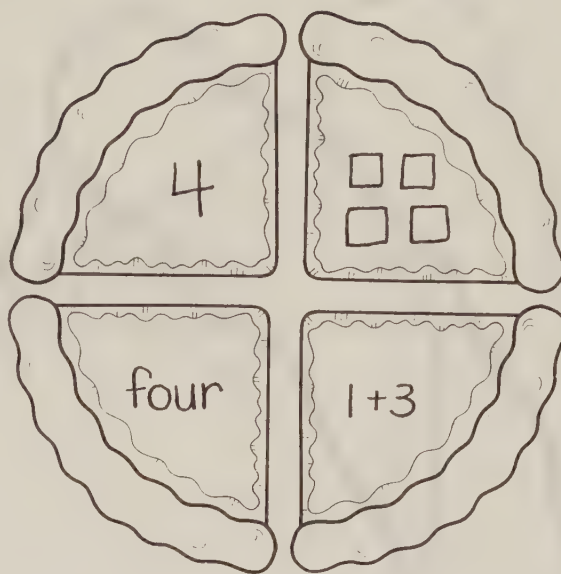
This is a matching game where students can practice various math skills. Write items that match on fraction sections of a whole pizza. (i.e., math fact families, number activities, etc.) See example shown at right.

Preparation:

Use the patterns on pages 150-152. Make several sets of fraction pizzas using the pizza fraction patterns and prepare as instructed in the previous activity.

Variation:

Label the pizza slices with reading skills such as synonyms, words with the same vowel sound, words with same number of syllables, etc.

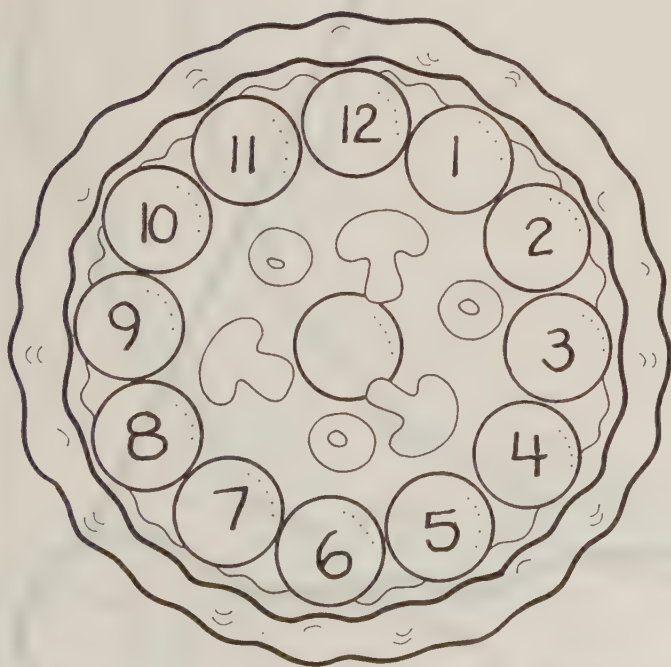


PIZZA CLOCK FACE AND/OR PIZZA CLOTHESPIN GAMEBOARD

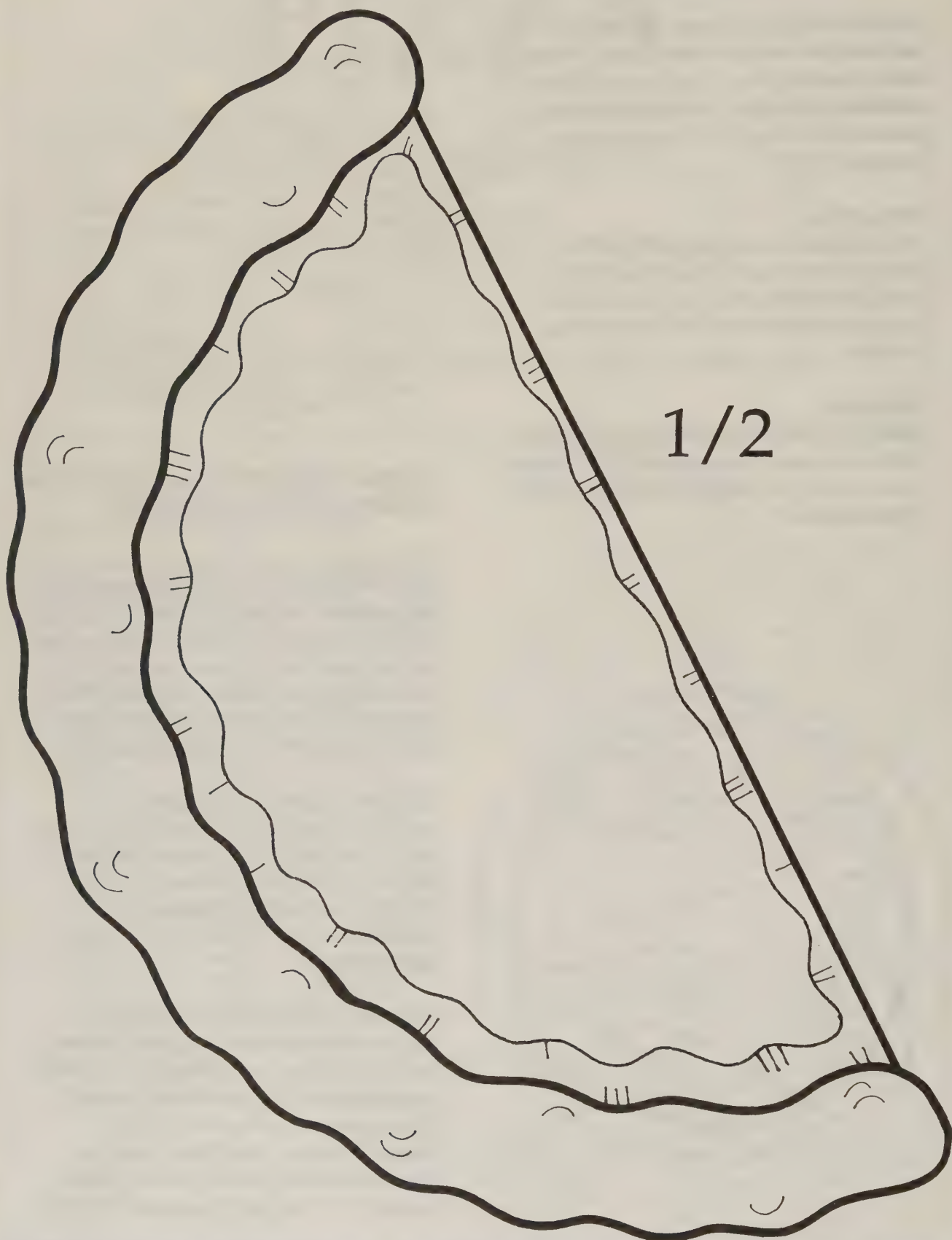
This activity can be used in a variety of ways. The first is for adding pizzazz to telling time. Reproduce one copy of the pizza clock face and hands on page 153 for each student. Have students fill in the numbers and color the clock. Then have them color, cut out and attach the hands using a brass paper fastener.

Another variation is to label each pepperoni with a math problem. Then, color, cut out, mount onto tagboard, and laminate. Write the answers to the problems on clothespins, and let students clip the correct answer onto each problem.

Variation: Program the clothespin gameboard with reading skills, words with the same vowel sound, words with same number of syllables, antonyms, synonyms, compound words, etc. (Note: You may want to enlarge the pizza clock face pattern before making the clock or the clothespin gameboard.)

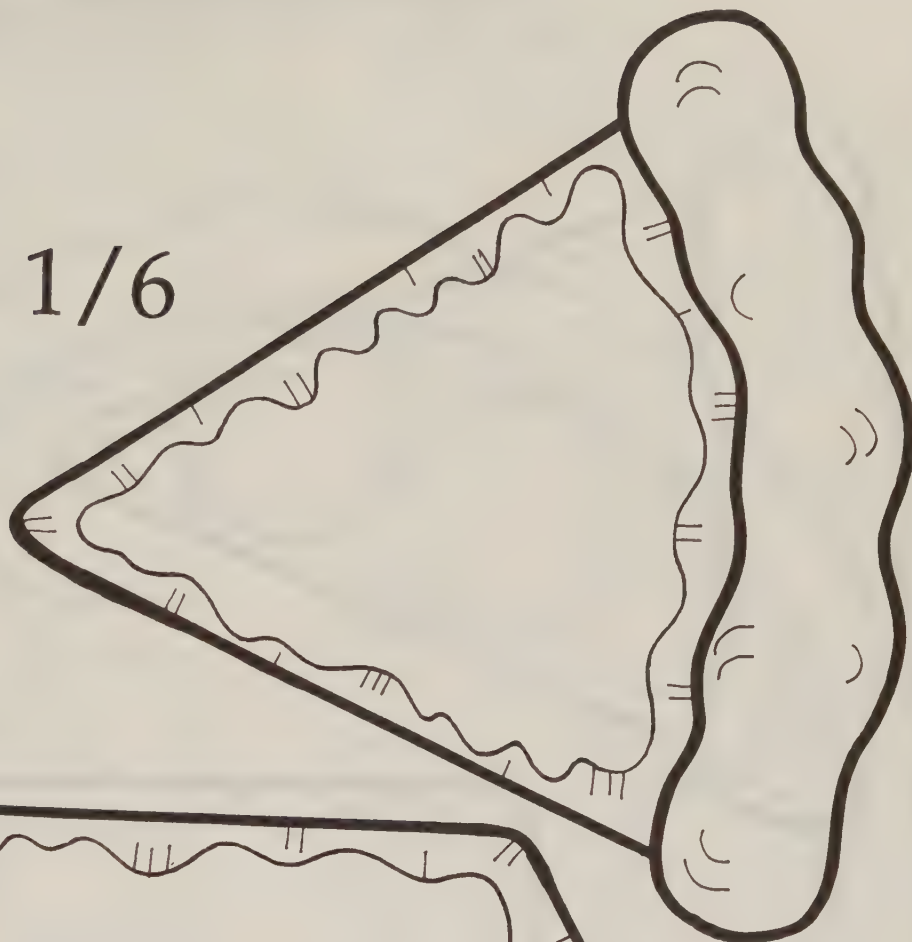


Pizza Fraction Patterns



Pizza Fraction Patterns

$1/6$



$1/3$



Pizza Fraction Patterns



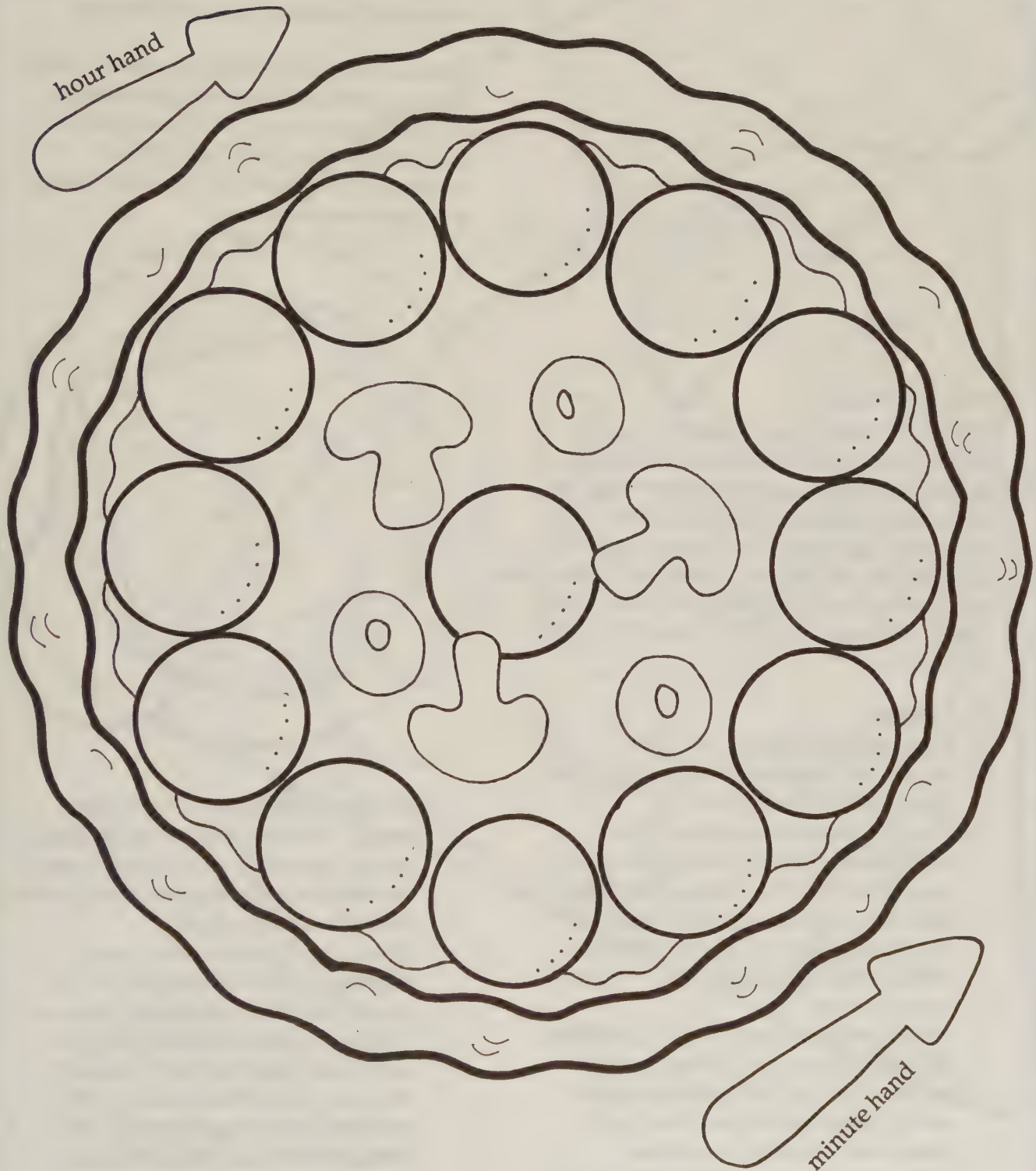
$1/8$

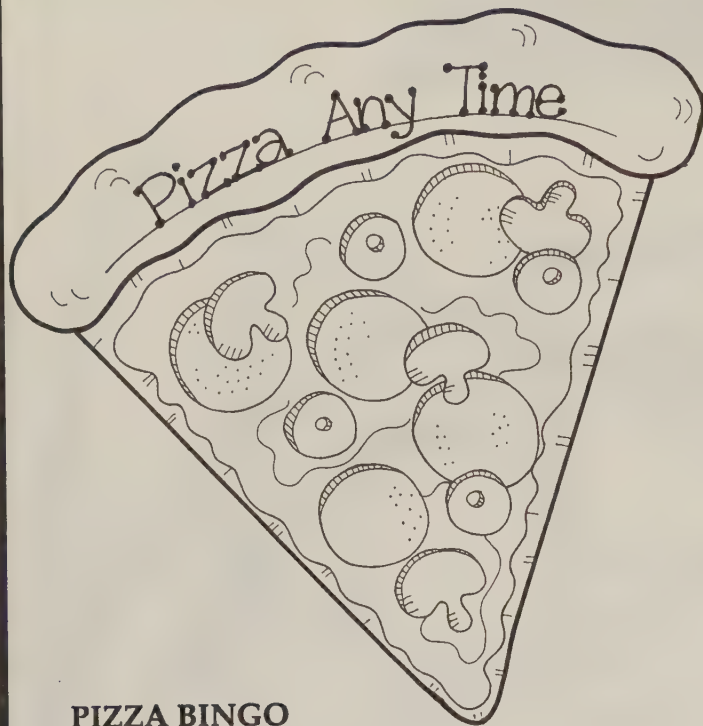
$1/4$



Pizza Clock Face Pattern

Pizza Clothespin Gameboard





PIZZA BINGO

Using the pizza bingo pattern on page 156, have students randomly fill in the pizza grid using numbers from 1-18. As the teacher calls out basic addition facts, students cover the correct answers using beans, cardboard pieces, etc. The center space with the mushroom is a "free" space. The first person to get five in a row is the winner.

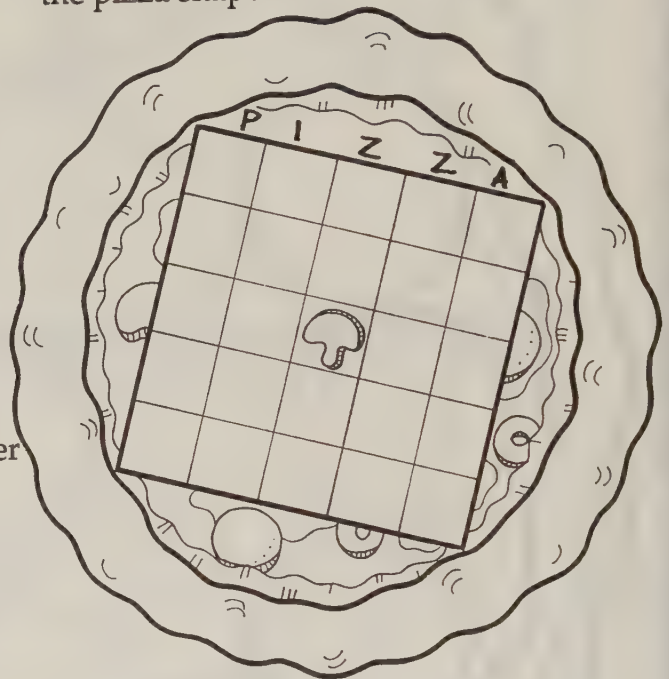
Variations:

1. Play pizza blackout. The first student to cover every answer on the pizza grid is the winner.
2. Practice subtraction facts. Have students fill in the pizza grid using numbers 0-9. The teacher then calls out basic subtraction facts, and students cover the correct answers. The first student to get five in a row is the winner.
3. Practice the alphabet. Have students fill in the pizza grid using capital letters. The teacher holds up cards which have lower case letters on them, and students cover the corresponding capital letters on their grids.
4. Practice spelling or vocabulary words. Students fill in the pizza grid using the words for that week and the teacher calls out that word or the definition of the word.
5. Show some pizzazz and write different pizza ingredients on the grid or use the ingredient patterns found on pages 158-159, and glue each ingredient in the squares on the grid. (Grid may need to be enlarged to fit ingredients.) The teacher then calls out the various ingredients found in pizza and students cover them on their grids.

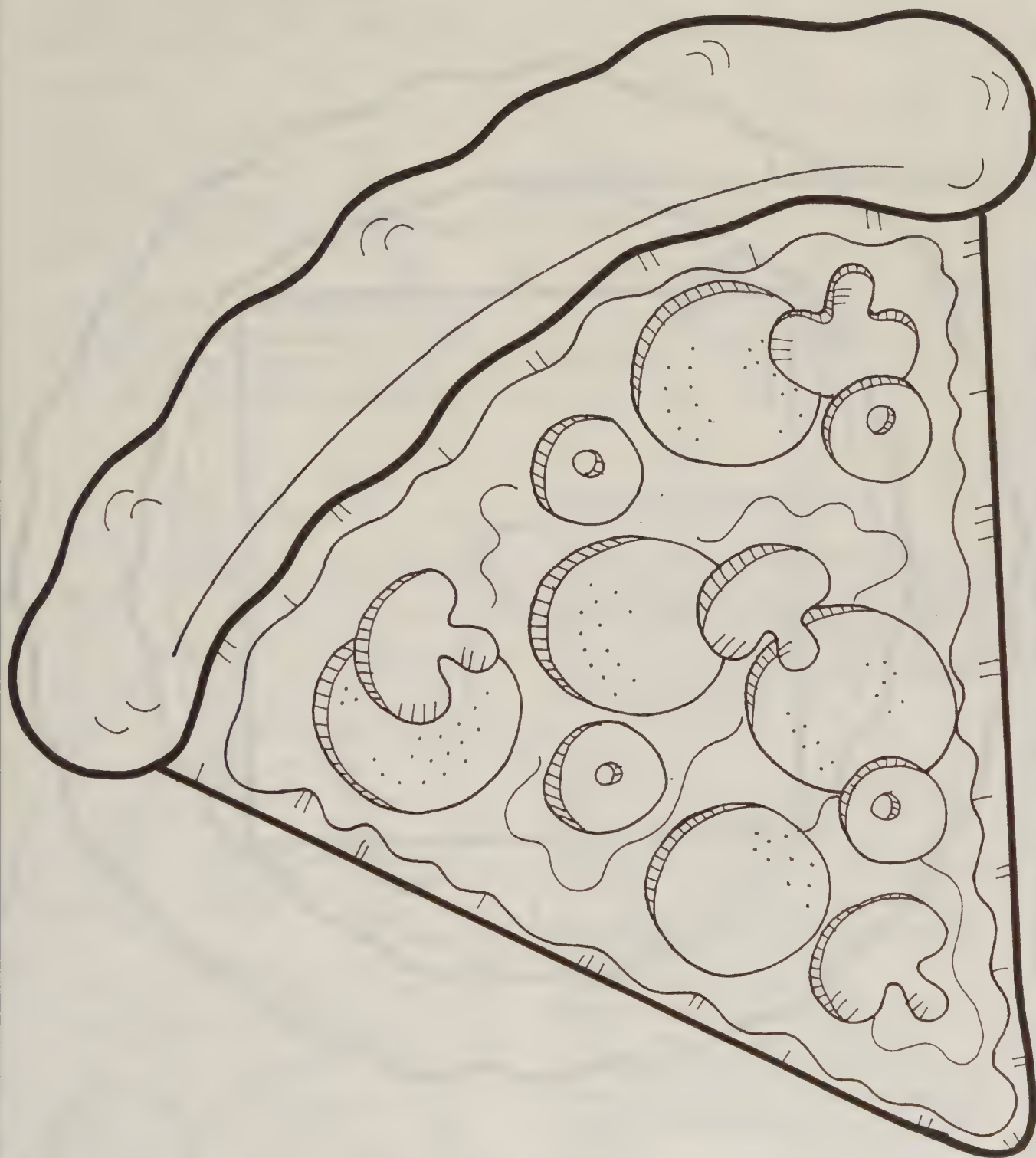
PIZZA SHAPE BOOK

Make pizza shape books using the pattern on page 155. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

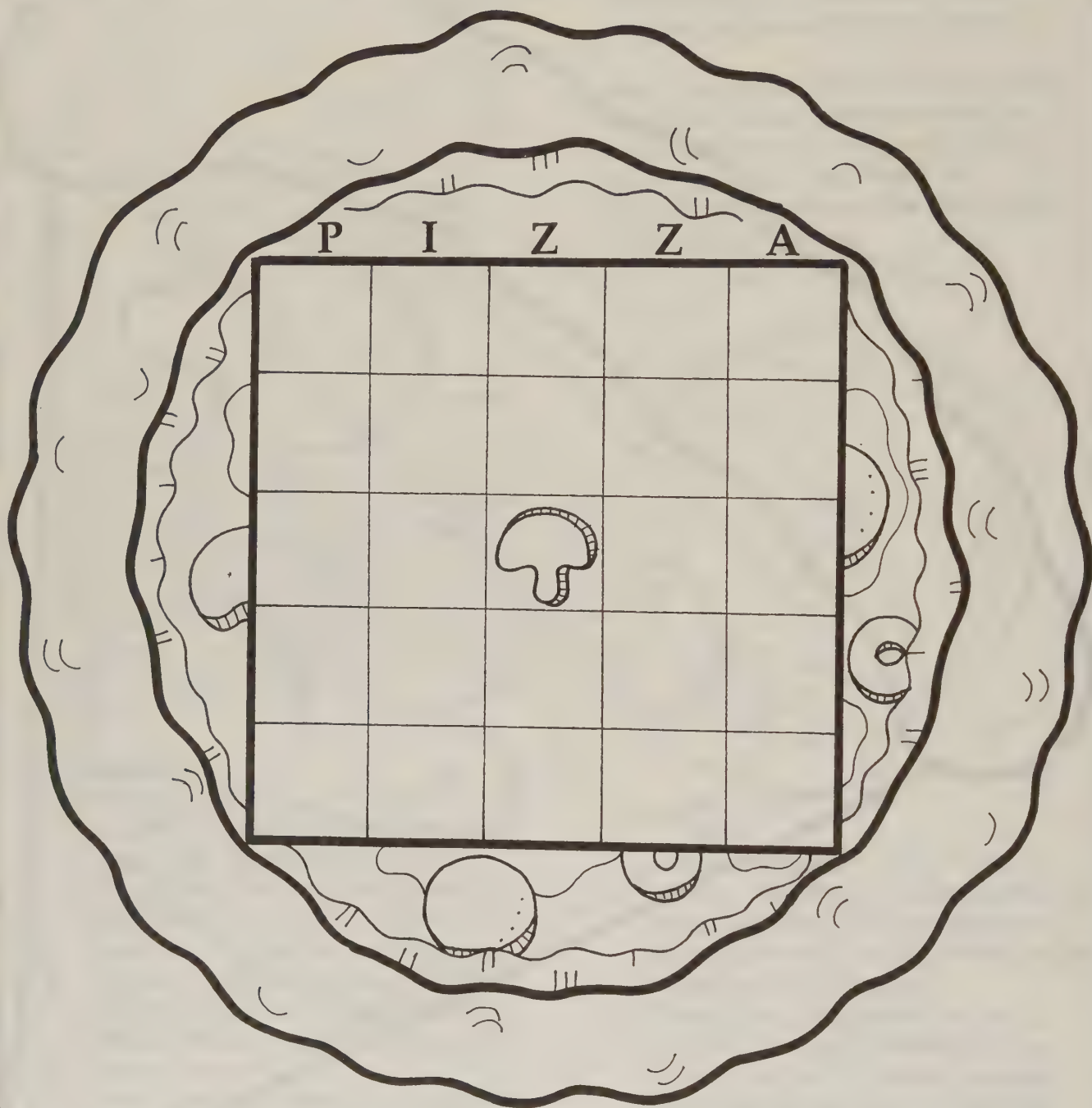
Have students use their creative writing skills to write their own pizza stories. Or you may want to only read part of *Pizza for Breakfast* and then have students write their own endings using the pizza shape books.



Pizza Shape Book Pattern



Pizza Bingo



PIZZA : A NUTRITIOUS FOOD

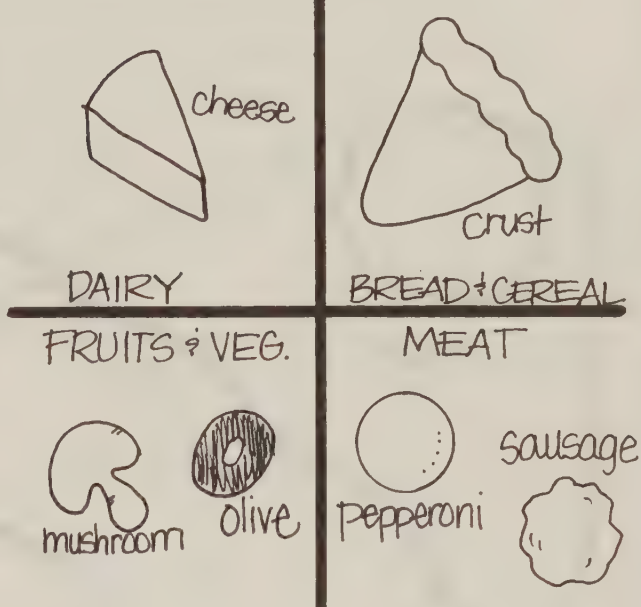
This activity will show the importance of the four food groups and that ingredients used in pizza come from each of these groups.

Preparation:

Bring to class various ingredients used in making pizza. Flour for the dough, tomato sauce, cheese, mushrooms, olives, pepperoni, sausage, pineapple, onions, peppers, etc.

Discuss the four food groups and then let students categorize each ingredient into the four food groups. They will find out that pizza is very nutritious!

4 FOOD GROUPS



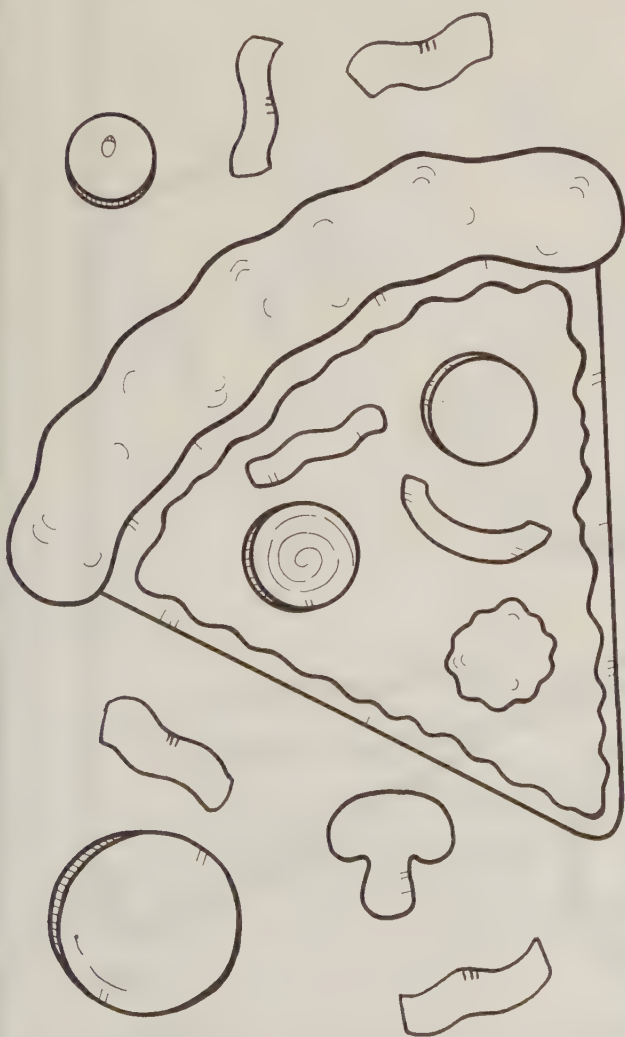
MAKE YOUR OWN PIZZA

This is a math game where students make their own pizza by practicing their addition facts. The object of the game is to see who can be the first person to make a piece of pizza which contains all of the ingredients needed.

Preparation:

Reproduce, color, cut out, mount onto tagboard, and laminate the "Make Your Own Pizza" patterns found on pages 158-159. Supply students with a pair of dice and a set of the patterns for each player. Make sure that there is enough cheese for each player to get five pieces. Assemble the game envelope.

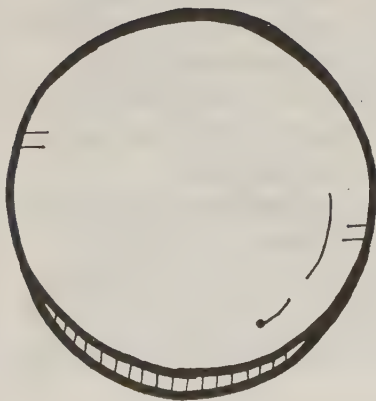
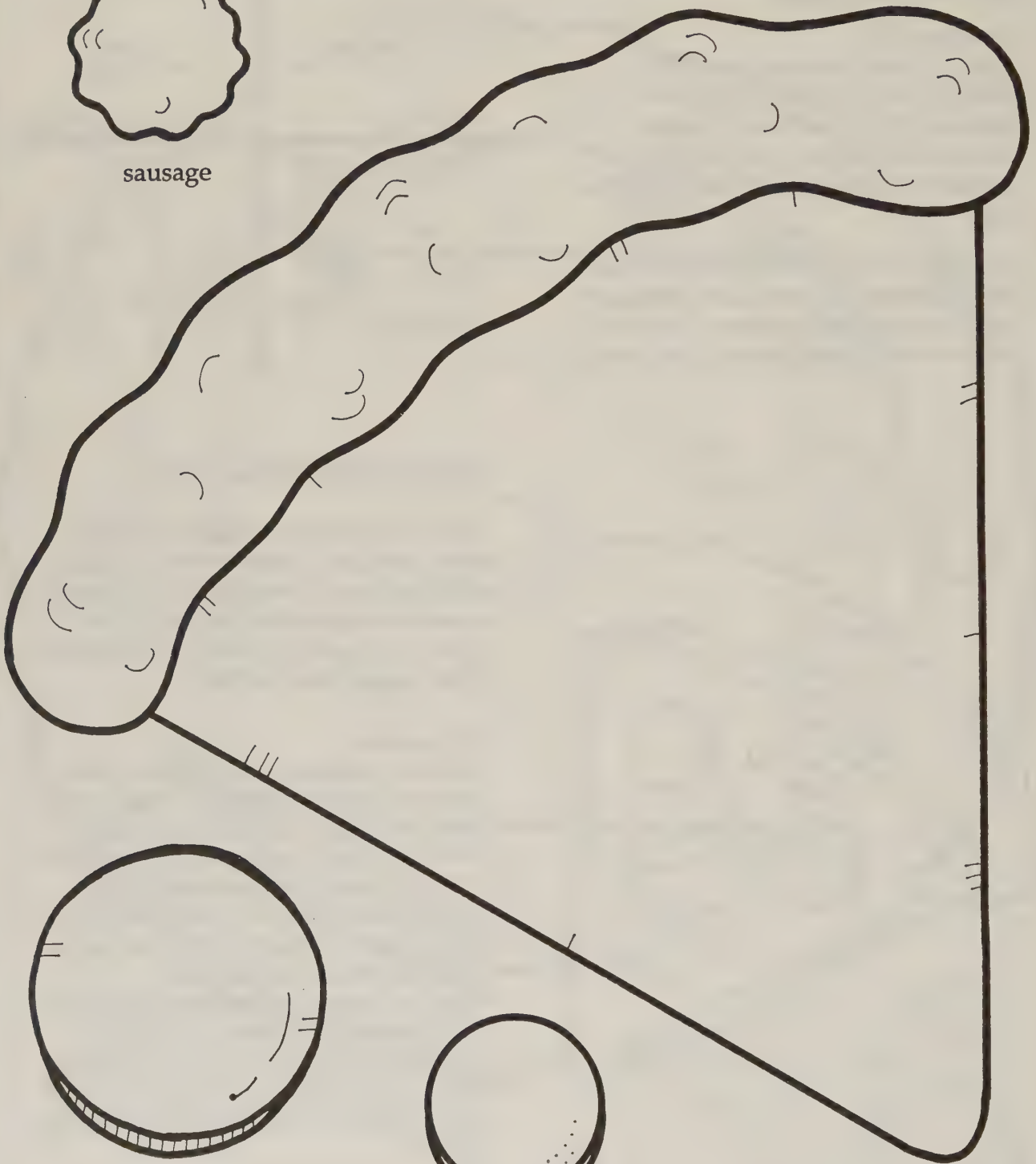
Reproduce page 160, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game pieces in envelope when not in use. Game directions are provided on page 160.



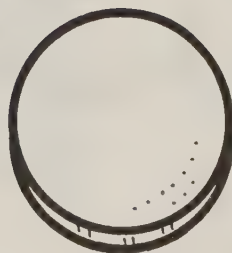
"Make Your Own Pizza" Patterns



sausage



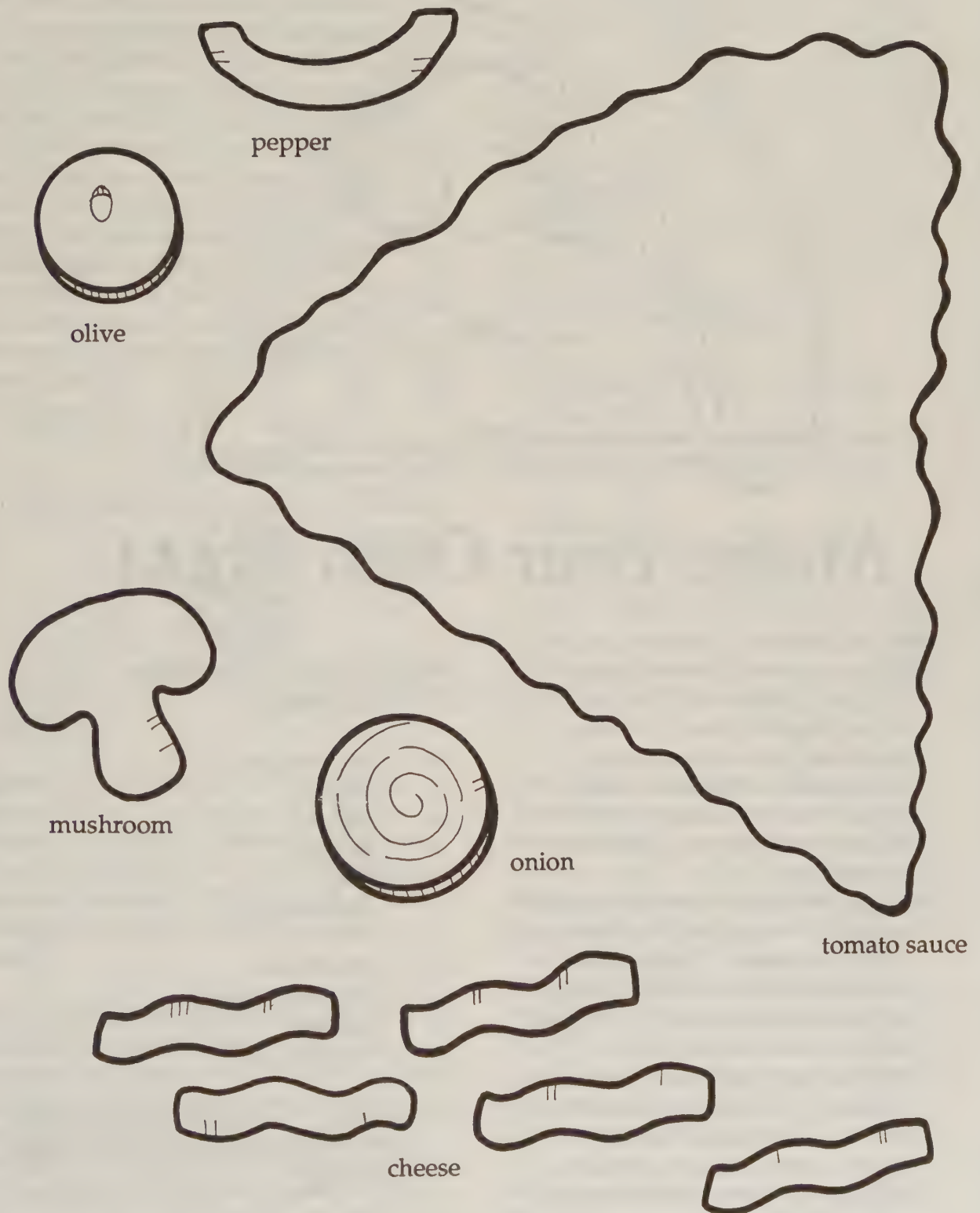
Canadian bacon

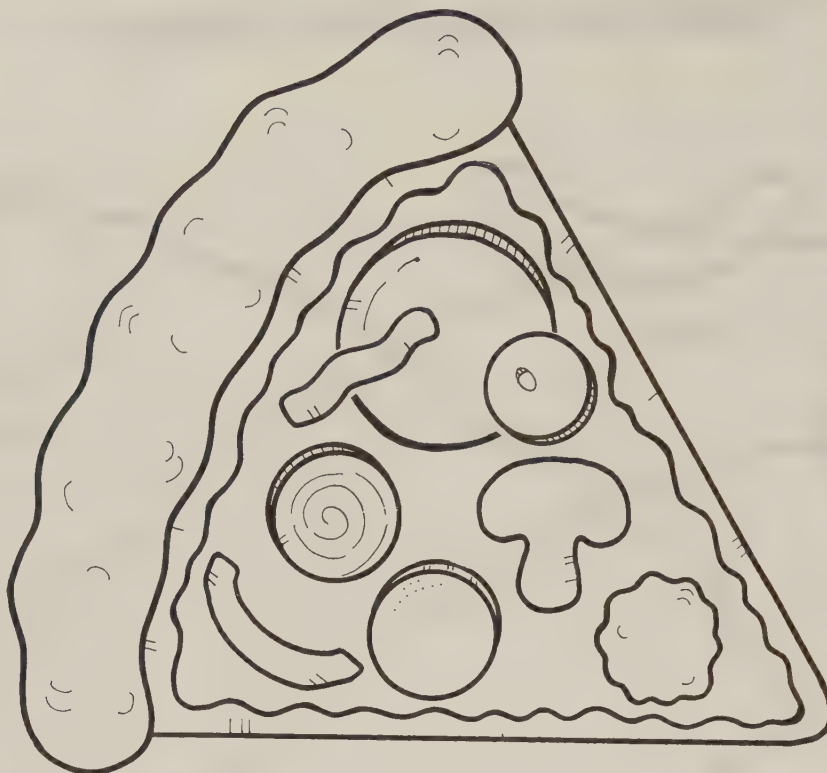


pepperoni

crust

"Make Your Own Pizza" Patterns





Make Your Own Pizza

DIRECTIONS:

1. This is a game for 3 or 4 players. In turn, each player rolls the dice, adds the numbers together, and then selects the item number which corresponds to that sum. Each player must first obtain the crust before he can get any of the other ingredients.
2. If a player already has the necessary amount of one ingredient he may not collect any more. (If he has one onion and rolls the sum of five, he may not collect another.) Play then passes to the next person.
3. The winning pizza must contain the following: crust, tomato sauce, five pieces of cheese, and one each of pepper, onion, olive, mushroom, sausage, pepperoni, and Canadian bacon. The first person to collect all the ingredients is the winner!

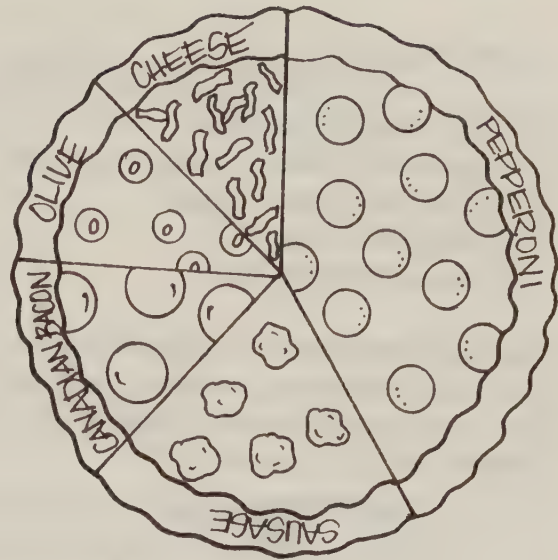
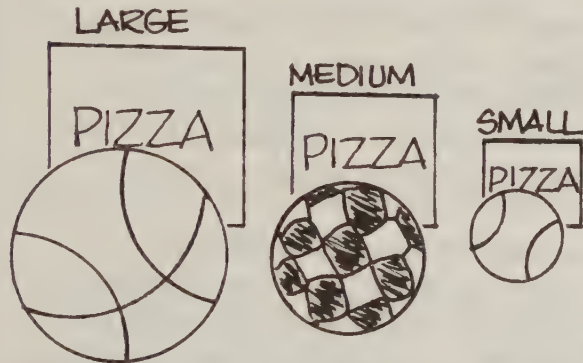
MAKE YOUR OWN PIZZA ITEM NUMBERS

- 2 = your choice
- 3 = cheese
- 4 = pepper
- 5 = onion
- 6 = crust
- 7 = mushroom
- 8 = olive
- 9 = pepperoni
- 10 = Canadian bacon
- 11 = sausage
- 12 = tomato sauce

DOUBLES = the item number which corresponds to the sum, plus a piece of cheese.

GRAPH YOUR FAVORITE PIZZA

Practice your graphing skills together as a class. Take a survey to find out each student's favorite kind of pizza then make a pie chart to reflect the results. Using the "Make Your Own Pizza Patterns" on pages 158-159, let each student label his favorite ingredient with his name and then put the ingredient on a round graph. The teacher could demonstrate how to figure the totals for each group, explain percentages and divide the pizza according to the likes of the class. When you are finished you should have an interesting graph that looks good enough to eat.



SMALL, MEDIUM, OR LARGE

This activity shows students how to categorize various objects by size.

Preparation:

Provide the students with small, medium, and large pizza boxes, as well as a wide variety of different sized objects. Then let students categorize the objects according to small, medium or large.

PIZZAZZ

Pizzazz is an activity which the whole class can play. The teacher and one other student will be the only ones to know the secret of this game. Challenge the other students to figure out the secret as the game is played several times.

To demonstrate the game, start by using a student who knows the secret. (The secret of the game is that the object selected previous to the chosen object must be round like a pizza.) Begin the game by sending the student out of the room. Call the student back in the room and ask him if different objects are the one chosen.

You need to ask the questions in a specific sequence where you ask if a round object is it prior to asking if the chosen object is it. For example, if the object chosen was the chalkboard eraser, then you would ask the student, "Is it this desk?" "No." "Is it the pencil sharpener?" "No." "Is it the clock?" "No." (And since the clock is a round object just like a pizza is, the student would know that the very next object will be the chosen object.) "Is it the chalkboard eraser?" "Yes."

The rest of the class will be mystified! Play the game a few more times to see if any other students can figure out the secret.

MINI PIZZAS

- 1/2 of an English muffin
- 1 teaspoon of pizza or spaghetti sauce
- 1 big pinch of grated cheese
- 1/2 chopped olives
- 1-2 pieces of pepperoni

Spread pizza sauce on English muffin. Sprinkle cheese and chopped olive on top. Add the pepperoni. Bake at 375 degrees for 10-12 minutes.



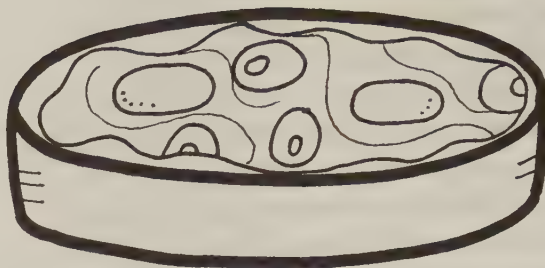
CRISPY RICE PIZZA

- 1 bag large marshmallows
- 1/2 cup margarine
- 7 cups crispy rice cereal
- small jar fudge topping
- small jar marshmallow topping
- 1/2 - 1 cup coconut
- small bag candy coated chocolate candies

To make the crust, melt the marshmallows and margarine in a double boiler. Add 7 cups crispy rice cereal. Mold as the crust on wax paper on a pizza pan.

Spread fudge topping on crust and then spread marshmallow topping to taste. Top with candy coated chocolate candies and sprinkle with coconut.

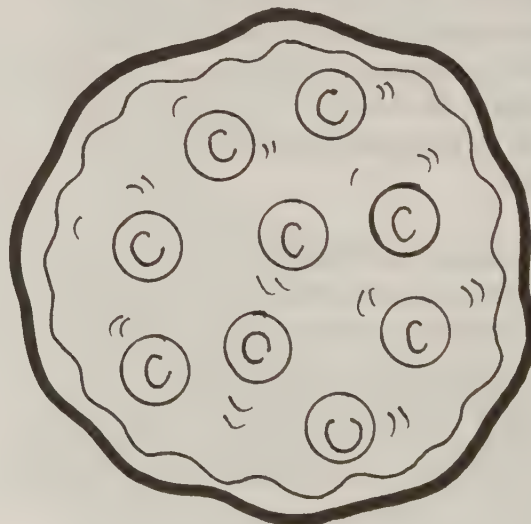
This is fun to serve out of a pizza box.



COOKIE PIZZA

- giant chocolate chip cookie = the crust
- frozen vanilla yogurt = sauce
- creamy fudge topping = sauce
- sliced bananas = pepperoni
- shaved white chocolate = cheese

Assemble your cookie pizza by spreading the frozen yogurt on top of the cookie. Then spread the fudge topping over the yogurt. Add the sliced bananas and sprinkle the shaved white chocolate.



OTHER PIZZA RESOURCES

CHILDREN'S BOOKS

LITTLE NINO'S PIZZERIA by Karen Barbour
(Harcourt Brace Jovanovich, 1987)

Summary:

Tony likes to help his father at their small family restaurant, but everything changes when Little Nino's becomes a fancier place.

CURIOUS GEORGE AND THE PIZZA by Margaret & H.A. Rey
(Houghton Mifflin, 1985)

Summary:

Curious George creates havoc in a pizza shop but redeems himself by making an unusual delivery.

HOW PIZZA CAME TO QUEENS by Dayal K. Khalsa
(Crown, 1989)

Summary:

Mrs. Pelligrino left Italy to visit friends in New York City. There she became very depressed because no one had ever heard of her favorite food; a dish made of dough, tomatoes, cheese, garlic and pepper. In an attempt to please her, some children gathered the ingredients, baked them in the oven. . . and that is "How Pizza Came to Queens."

CHILDREN'S POETRY

"Sam the Pizza Man" (fingerplay)
MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"The Pizza" by Ogden Nash
RANDOM HOUSE BOOK OF POETRY (Random House, 1983)

BERRIES

JAMBERRY

by
Bruce Degen
(Harper & Row, 1983)

•Summary

This is a book of happy verse where a boy and a bear celebrate finding all kinds of berries. It contains rhyme, humor, and colorful illustrations.

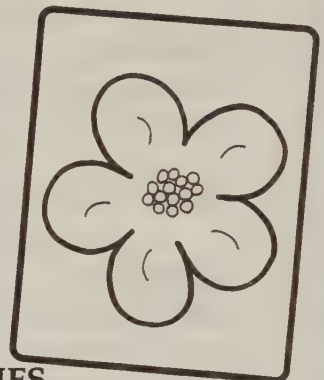
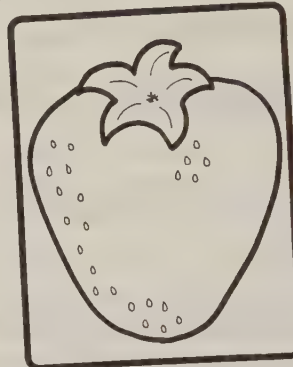
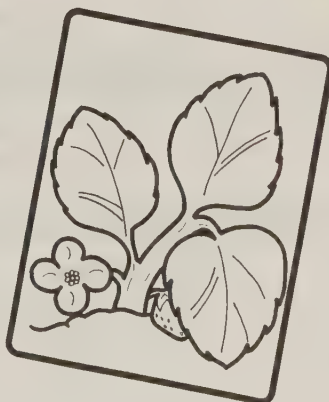
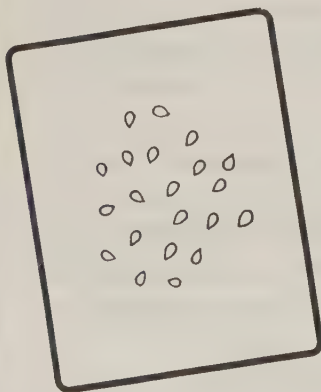
BERRY SEQUENCE CARDS

This activity helps students learn and recall the growth sequence from the seed to the berry. Use the cards to show the correct sequence. This could be done individually or as a group.

Preparation:

Use the patterns on page 165.

Reproduce, color, cut out, mount onto tagboard, and laminate the berry sequence cards.



BUNCH OF BERRIES

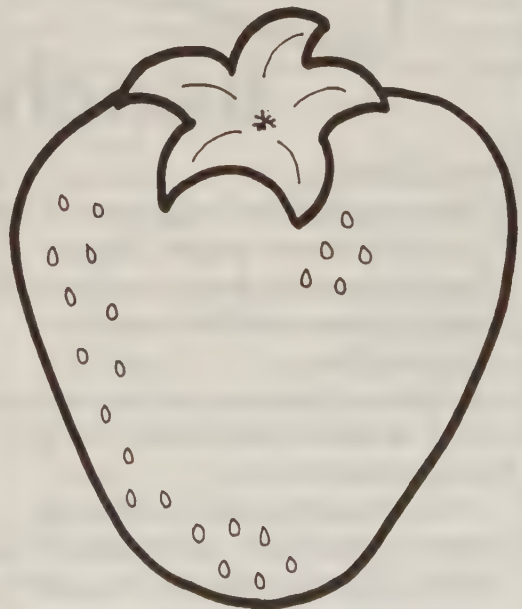
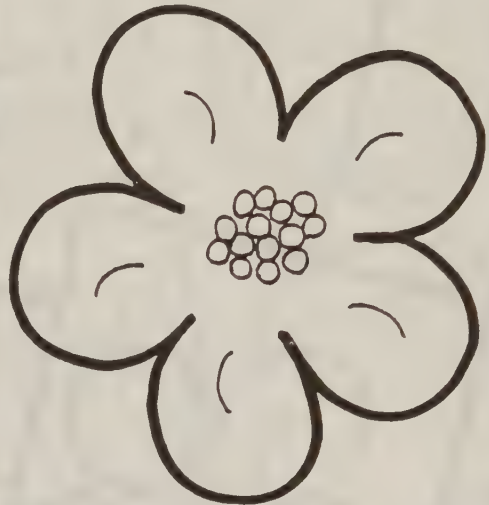
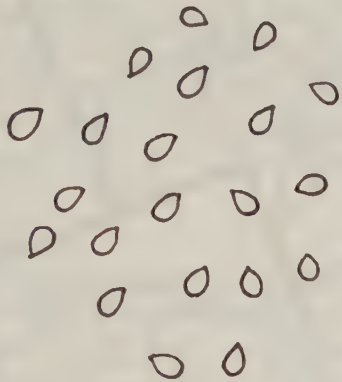
This is a card game where students can practice their science and sequencing skills by using the cards to show the life cycle of a berry.

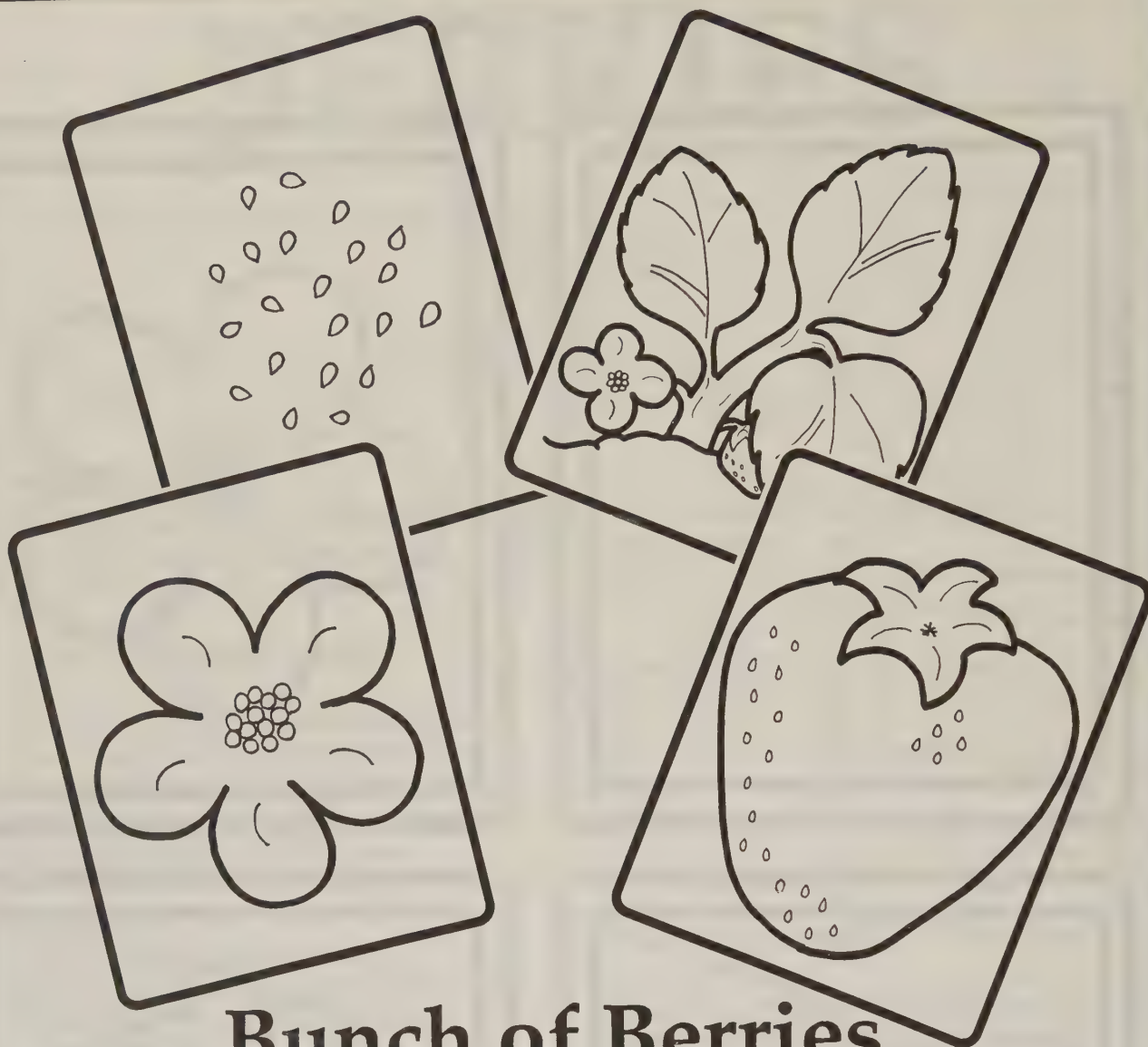
Preparation:

Use the patterns on page 165. Make eight sets of the berry sequence cards color coding each set differently by coloring the edges of each set of cards its own color. Then, prepare as instructed in the previous activity.

Assemble game envelope. Reproduce page 166, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 166.

Berry Sequence Cards





Bunch of Berries

DIRECTIONS:

1. This is a game for 2-4 players. Deal six cards to each player. Put remaining cards face down in a draw pile with one card face up in a discard pile.
2. In turn, each player draws one card from another player, the draw pile, or the discard pile.
3. After drawing a card, the player must discard one card to the discard pile. If a card is drawn from another player's hand, then that player draws a card from the draw pile. Players should have SIX cards in their hands at all times.
4. When a player gets a complete set (all four cards of the same color, showing each step of the growth cycle), he lays his set down and then draws four new cards from the draw pile. Play continues in this manner until all cards from the draw and discard piles are gone.
5. The player with the most complete sets at the end of the game wins!

PICK OF THE BUNCH

This game lets students practice basic math facts.

Preparation:

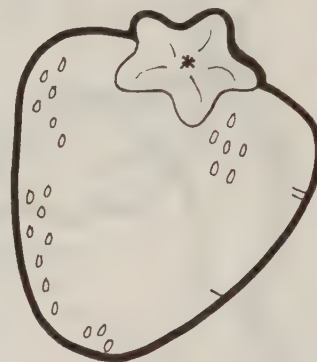
Use the patterns on page 168 and reproduce several sets of berries. Then, color, cut, mount on tagboard and laminate the berry patterns. Supply a pair of dice to be used with this game. Store the game pieces in green plastic berry baskets.

Directions:

This is a game for 2-4 players. In turn, players roll the dice. All players add the numbers rolled. The first player to call out the correct answer picks a berry out of the basket. Play continues in this manner until the berries are gone. The player with the most berries at the end of the game wins.

Variation:

Practice subtraction skills instead.

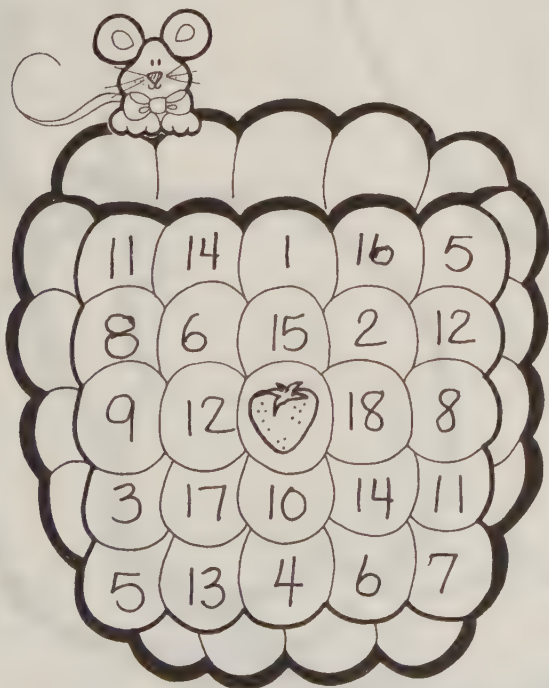


BERRY BINGO

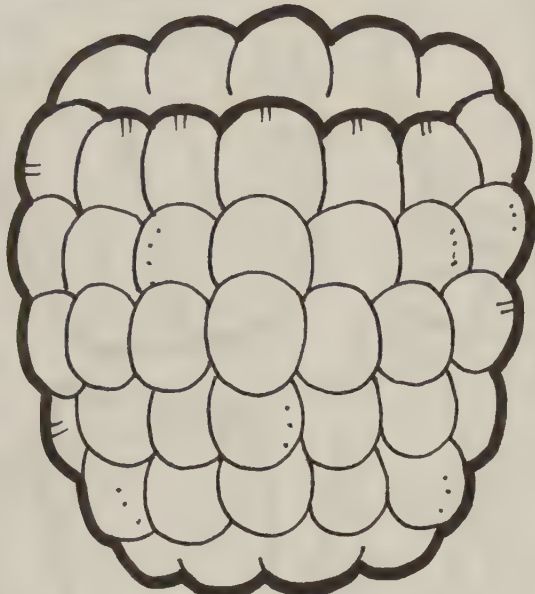
Using the berry bingo pattern on page 169, students randomly fill in the berry grid with numbers from 1-18. As the teacher calls out basic addition facts, students cover the correct answers using beans, cardboard pieces, etc. The center space is a "free" space. The first person to get five in a row is the winner.

Variations:

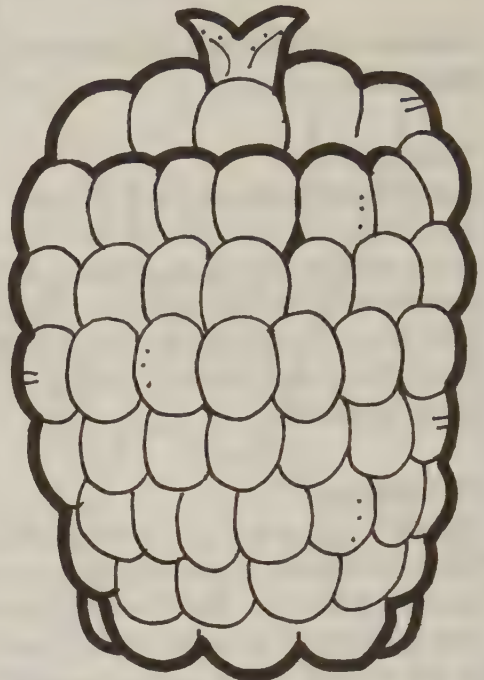
1. Play blackout. The first student to cover every answer on the grid is the winner.
2. Practice subtraction facts. Have students fill in the berry grid using numbers 0-9. The teacher calls out basic subtraction facts and students cover the correct answers. The first student to get five in a row in any direction is the winner.
3. Practice letter recognition. Students fill in the berry grid using capital letters. The teacher shows cards with lower case letters and students cover the corresponding capital letters on their grids.



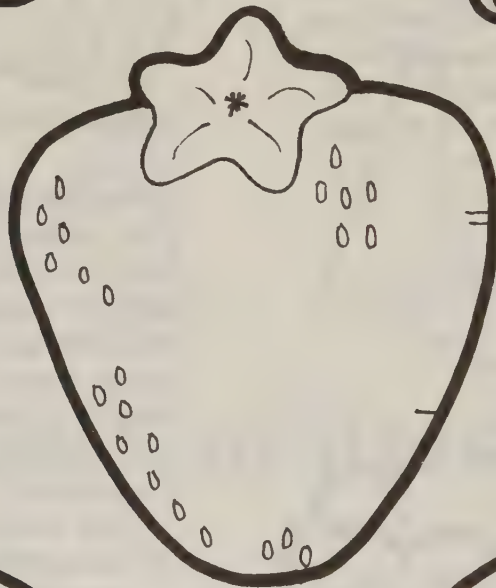
"Pick of the Bunch" Berry Patterns



raspberry



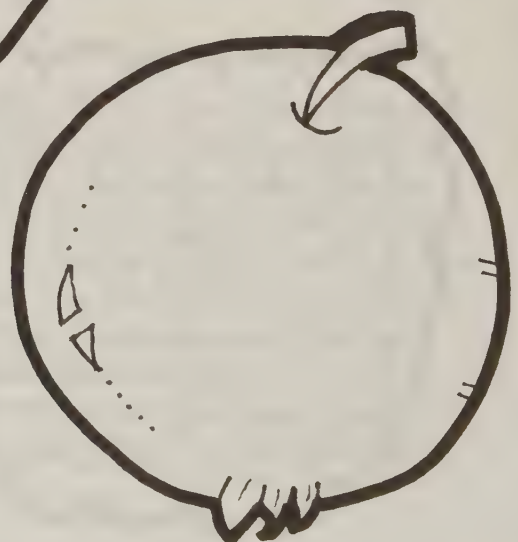
blackberry



strawberry

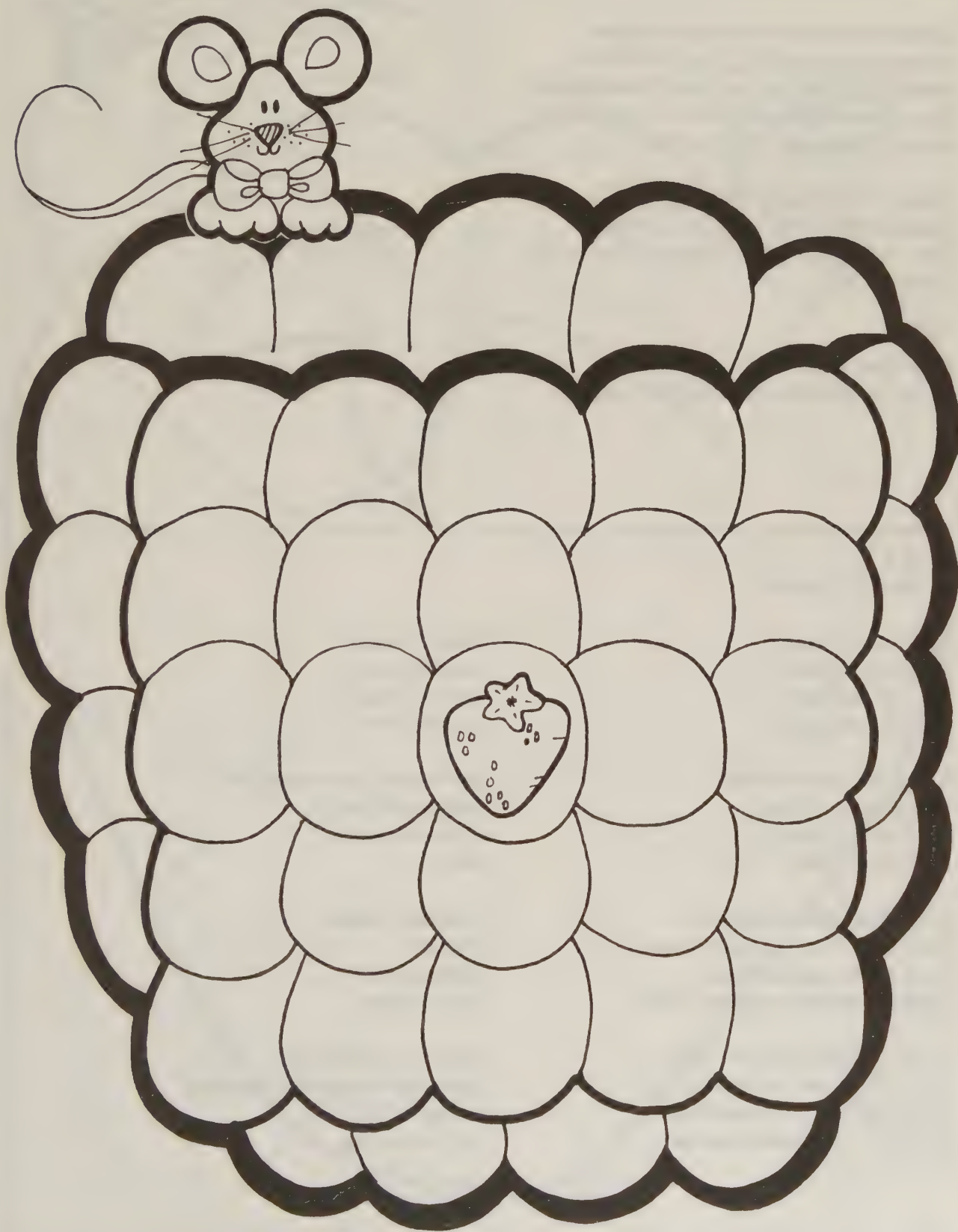


cranberry



blueberry

Berry Bingo Pattern



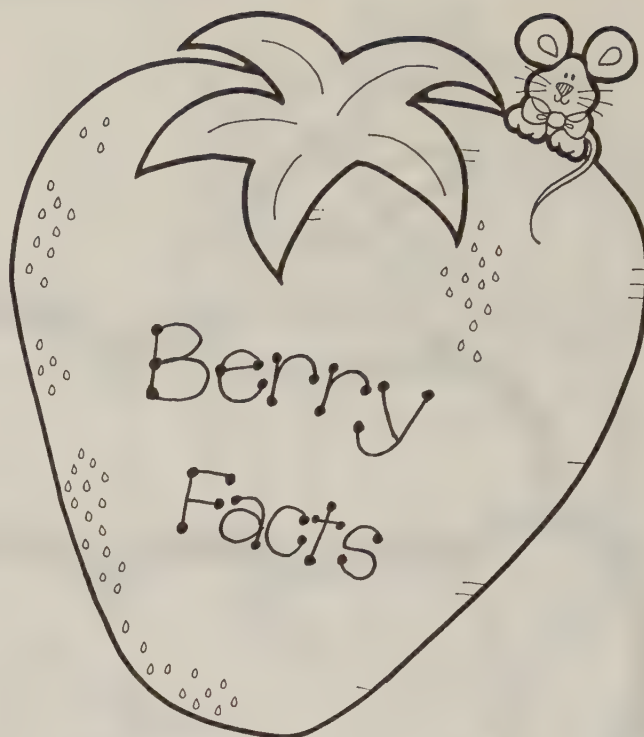
BERRY SHAPE BOOK

Make berry shape books using the pattern on page 171. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

Have students practice their penmanship and learn more about berries by printing the berry facts found on page 172.

Variation:

Have students use the berry shape books to write their own berry stories.



JELLY

(action rhyme)

Jelly on my head,
Jelly on my toes,
Jelly on my coat,
Jelly on my nose.

(touch head)
(touch toes)
(touch chest)
(touch nose)

Laughing and a-licking
Having me a time,
Jelly on my belly
But I like it fine.

(smile and move tongue)
(smile and nod)
(rub tummy)
(nod)

Jelly is my favorite food
And when I'm in a jelly mood
I can't ever get enough
Of that yummy, gummy stuff.

(pretend to eat)
(smile)
(shake head)
(rub tummy)

Pretty soon it will be spring.
And I'll do my gardening,
But I'll plant no flower bed,
I'll plant jelly beans instead.

(look up and nod)
(pretend to work in the dirt)
(shake head)
(rub tummy)

(Author unknown)

Berry Shape Book Pattern



"Berry" Fun Facts

- Blueberries range in color from light blue to black.
- A cranberry is red, sour, and round or oval. It grows on an evergreen vine.
- During the 1800's, American sailors on long voyages ate cranberries to prevent a disease called scurvy.
- Cranberries are native to North America. They grow along streams and in bogs.
- Raspberries look like a cluster of tiny beads, colored red, black, or purple.
- Each raspberry bead is called a drupelet and is a cell that contains a tiny seed.
- Each stem and branch of the raspberry bush bears fruit only once, in its second year.
- A raspberry grows around a part of the plant called the receptacle. When the raspberry is ripe, it separates from the receptacle.
- Blackberries are very similar to raspberries but do not separate from the receptacle.
- Gooseberries are oval, tart fruits that are commonly used in preserves and pies. They may be white, yellow, green or red and may have a prickly, hairy or smooth surface.
- Huckleberries are sometimes referred to as whortleberries.
- Strawberries are the most popular of all small fruits.

BEAR-Y PATCH MATCH

This is a matching game which could also lead to a discussion of homophones.

Preparation:

Use the patterns on pages 173-174.

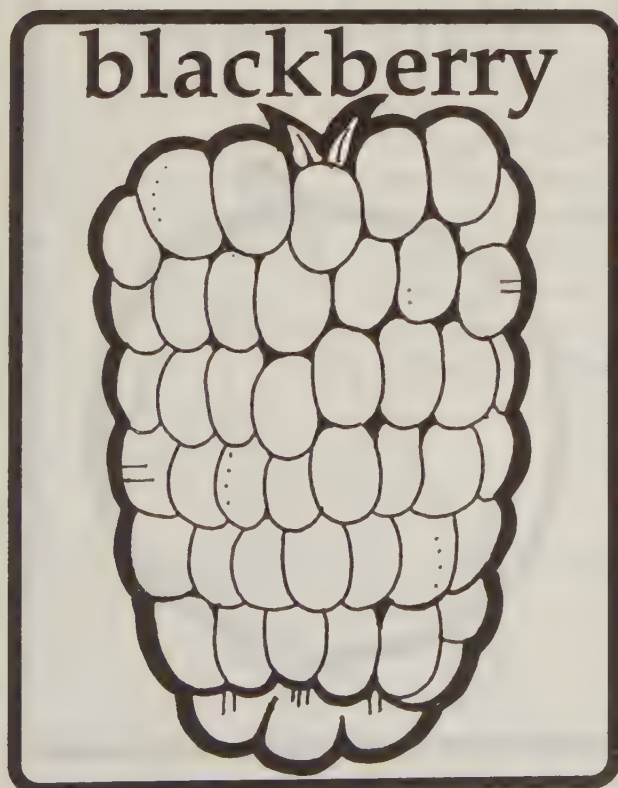
Reproduce, color, cut out, mount on tagboard, and laminate the "Bear-y" Patch Match cards. Make two sets of each berry card and only one "Bear-y" card.

Assemble game envelope. Reproduce page 175, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game pieces in envelope when not in use. Game directions are provided on page 175.

NOTE: You may want to use this game after reading *Jamberry*.

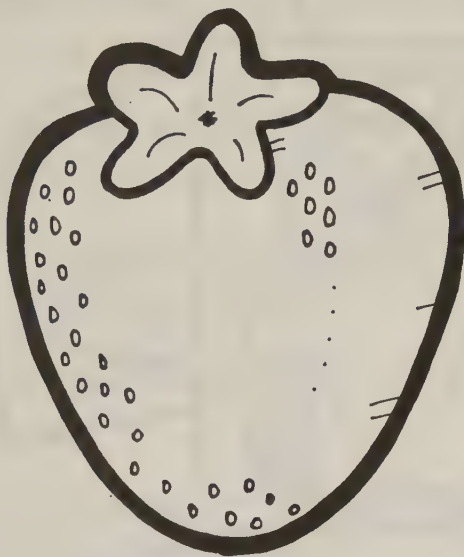


"Bear-y" Patch Match Card Patterns

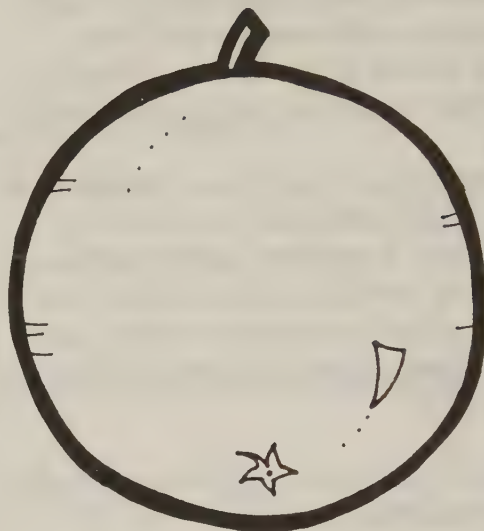


"Bear-y" Patch Match Card Patterns

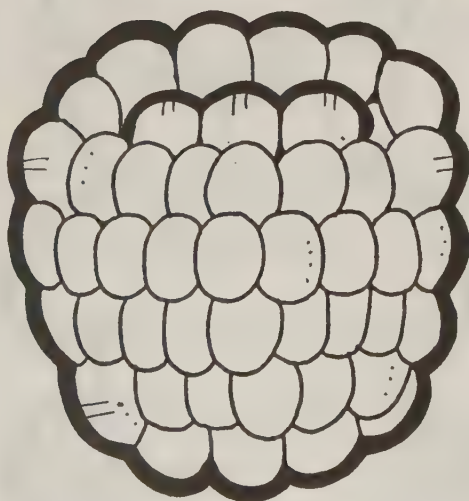
strawberry



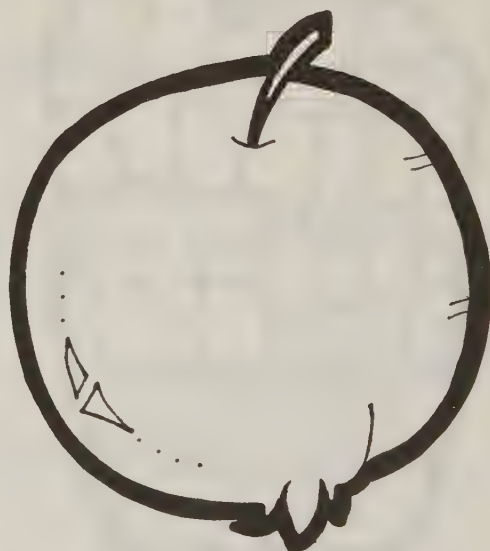
cranberry

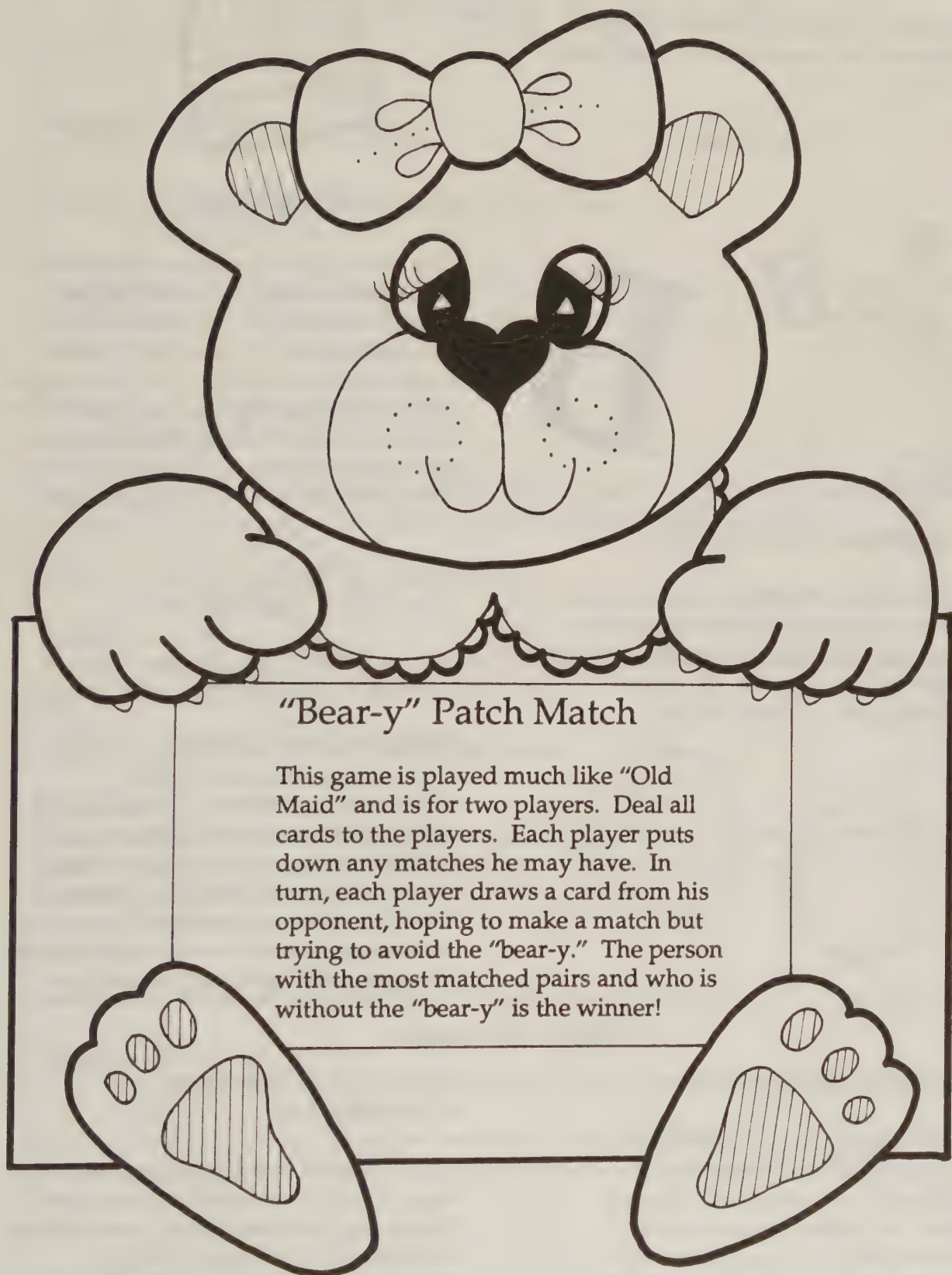


raspberry



blueberry





"Bear-y" Patch Match

This game is played much like "Old Maid" and is for two players. Deal all cards to the players. Each player puts down any matches he may have. In turn, each player draws a card from his opponent, hoping to make a match but trying to avoid the "bear-y." The person with the most matched pairs and who is without the "bear-y" is the winner!

JUMP ROPE RHYME

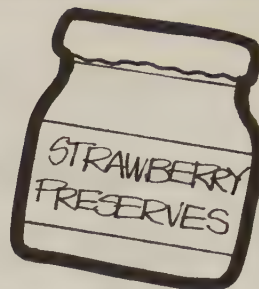
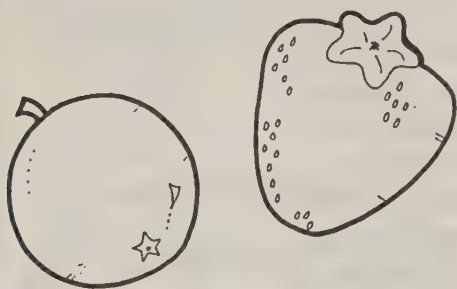
Blueberry, raspberry, strawberry jam,
What are the initials of my young man?
A, B, C, D . . . etc.

traditional



BLUEBERRY/BLACKBERRY TAG

In this game everything is the same as a regular chase game with one person who is "it," except that anything blue or anything black is safe. (Does not include blue or black clothing.)



BURY THE B-B-BERRY

Choose one person to leave the room. The class selects an item that begins with the letter "B." The person is invited back into the room to try and locate the object. As he gets closer to the object, the rest of the class says the "B" sound faster and louder. If the person starts going further from the object, the "B" sounds are made slower and softer.



BERRY COMPARISON

After reading *Jamberry*, have students look at fresh berries to compare the different berry varieties. Have them notice color, texture, seeds, shapes, etc. You may also want to show frozen and canned berries and taste the differences between them and fresh berries.

Berry Recipes

JAM AND JELLY VARIETY

Let children sample the differences between jams and jellies, and the different flavors available. Supply bread and butter, along with an assortment of jam and jelly, for the students to create their own sandwich masterpieces.

CHOCOLATE COVERED STRAWBERRIES

For a real treat, try dipping strawberries in some white chocolate or even milk chocolate. Melt the dipping chocolate in a double boiler. Then dip fresh strawberries. Allow to cool on wax paper or individual papers.

OTHER BERRY RESOURCES

CHILDREN'S BOOKS

THE GIANT JAM SANDWICH by John Vernon Lord
(Houghton Mifflin, 1972)

Summary:

The residents of Itching Down have a very serious problem: four million wasps have invaded them. This story tells how they plan to remedy the situation and what happens to the giant jam sandwich.

JAM DAY by Barbara M. Joosse
(Harper & Row, 1987)

Summary:

An annual family reunion involving berry-picking and jam-making reminds Ben that he is part of a big noisy family of grandparents, cousins, uncles, and aunts.

THE BLUEBERRY BEARS by Eleanor Lapp
(Albert Whitman & Co., 1983)

Summary:

Hungry bears invade Bessie Allen's cabin after she picks berries from the blueberry patch in the woods and puts them in her kitchen.

BLUEBERRIES FOR SAL by Robert McCloskey
(Viking Kestrel Press, 1976)

Summary:

Little Sal and Little Bear go with their mothers to Blueberry Hill for blueberries. This story tells what happens when each mother realizes that it's not her child who is following behind her.

CHILDREN'S POETRY

"Merrie Merrie" (fingerplay)

MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"Merry Holiday Berries" (sung to the tune of "Deck the Halls")

CRICKET'S COOKERY By Pauline Watson (Random House, 1977)

ICE CREAM

"Ice Cream"

from : FROG AND TOAD ALL YEAR

by

Arnold Lobel

(Harper & Row, 1976)

•Summary

Chocolate ice cream cones melt all over Toad on his way home. The other animals are frightened of the big brown blob until Toad falls in the pond. Later, Frog goes with Toad to the ice cream shop, where they can both eat the cones before they melt.

ICE CREAM SODA CARDS

This card game lets students practice and develop their visual discrimination skills.

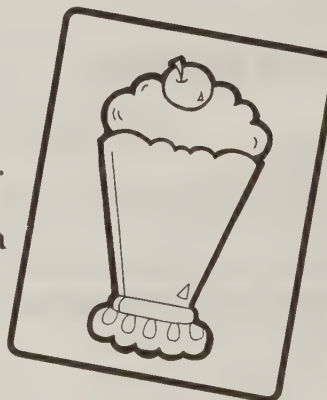
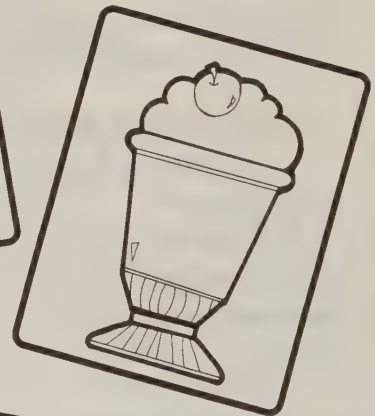
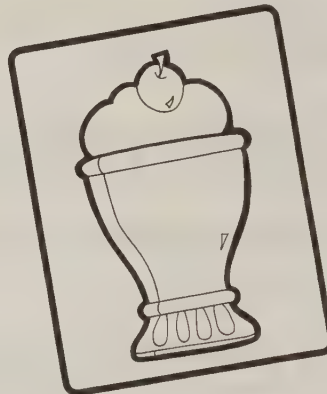
Preparation:

Use the patterns on pages 179-181.

Make four sets of the "Ice Cream Soda Cards," but make only one cherry card and one empty glass card. Reproduce, color, cut out, mount onto tagboard, and laminate the cards.

Assemble the game envelope.

Reproduce page 182, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 182.



ICE CREAM SODA MEMORY

This card game lets students practice and develop their memory and visual discrimination skills. It is played much like "Memory" and is for 2 or 3 players.

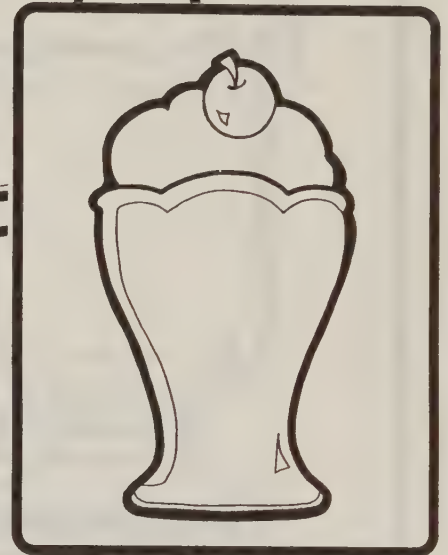
Preparation and instructions:

Use the patterns on pages 180-181.

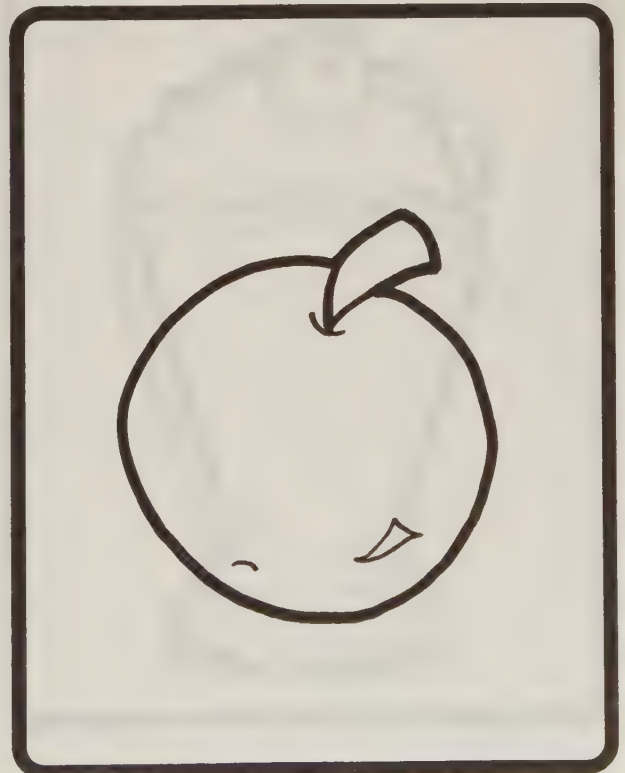
Make two sets of the cards and prepare as instructed in the previous activity.

(Note: The cherry and the empty glass cards are not necessary for this game.)

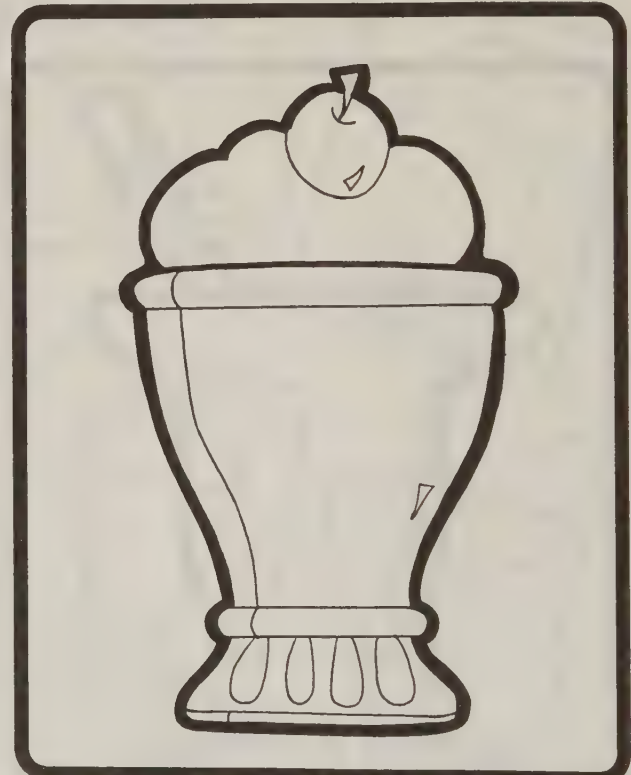
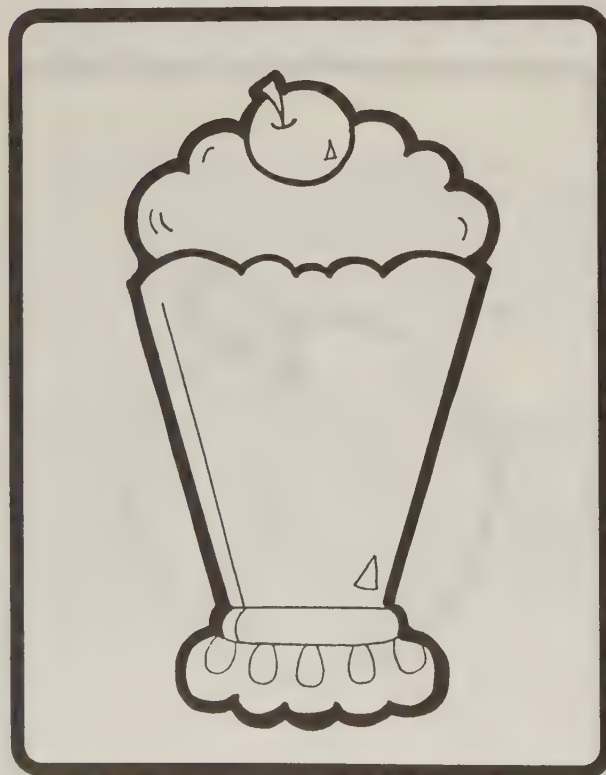
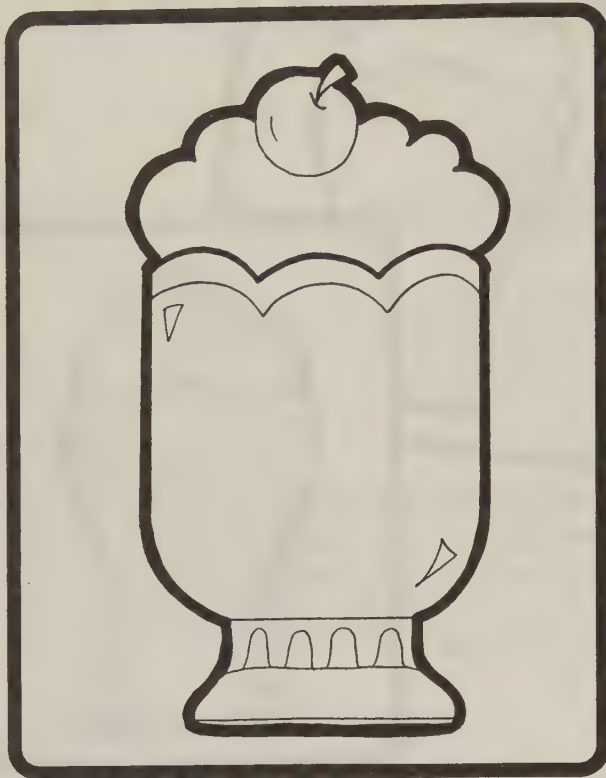
Spread all cards face down on the playing area. In turn, players turn over two cards trying to find a match. If the two cards match, the player keeps them and tries again. If they do not match, the cards are turned back over and it is the next player's turn. The player with the most matched sets at the end of the game wins!



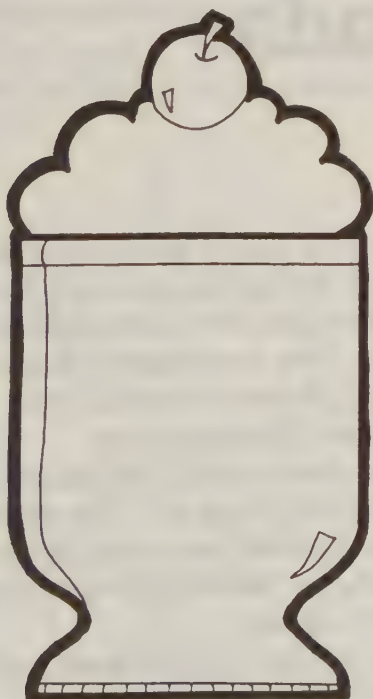
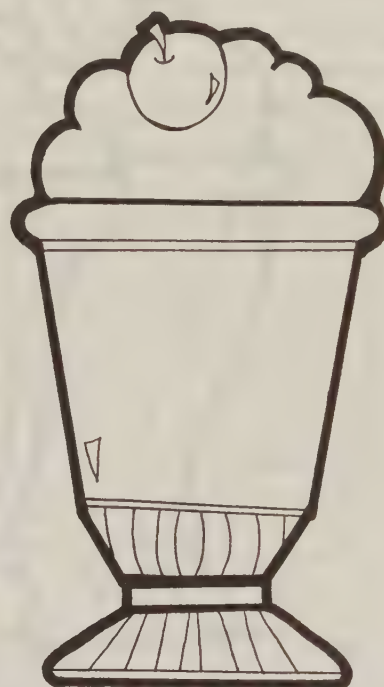
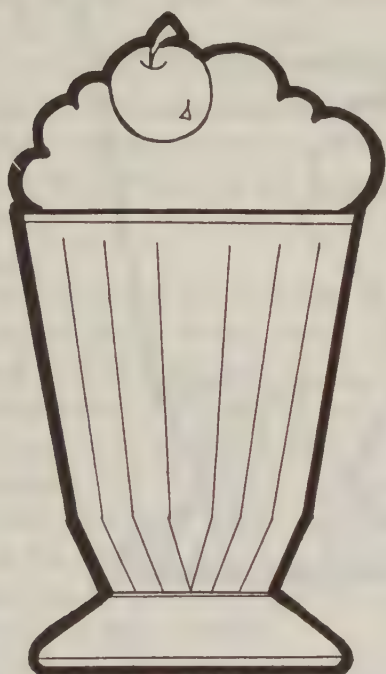
Ice Cream Soda Cards

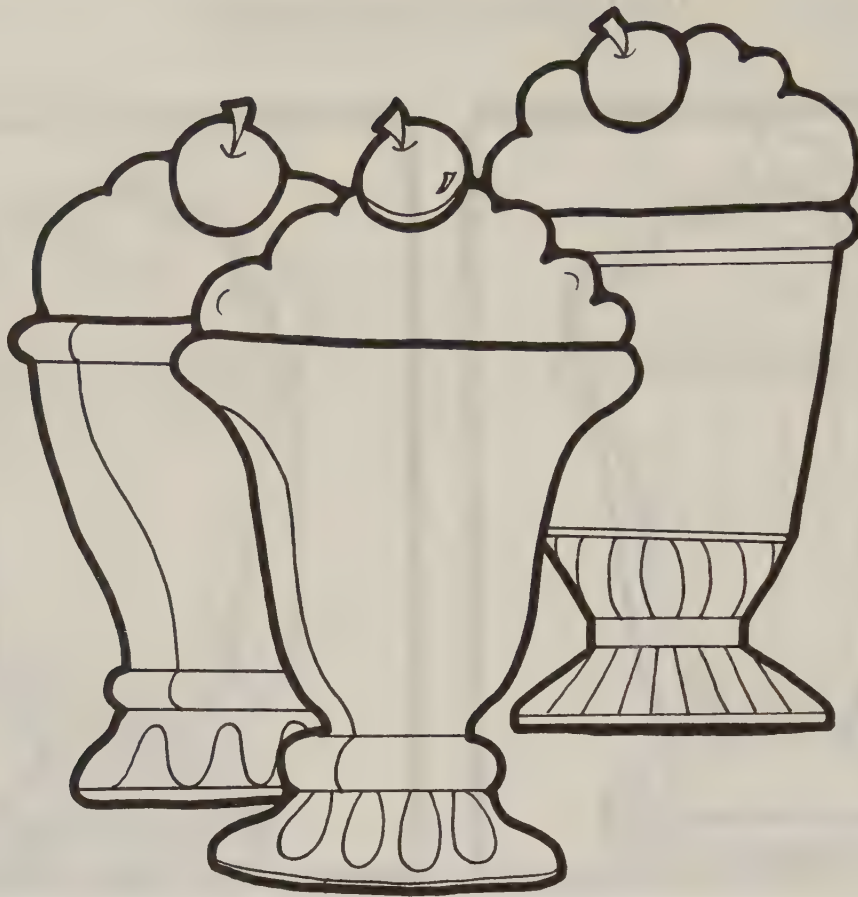


Ice Cream Soda Cards



Ice Cream Soda Cards





Ice Cream Soda

DIRECTIONS:

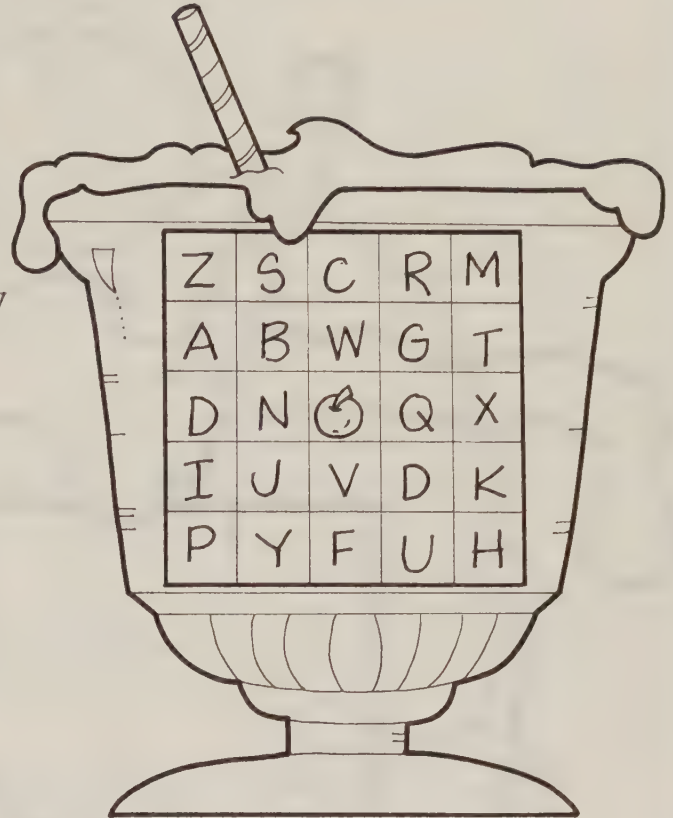
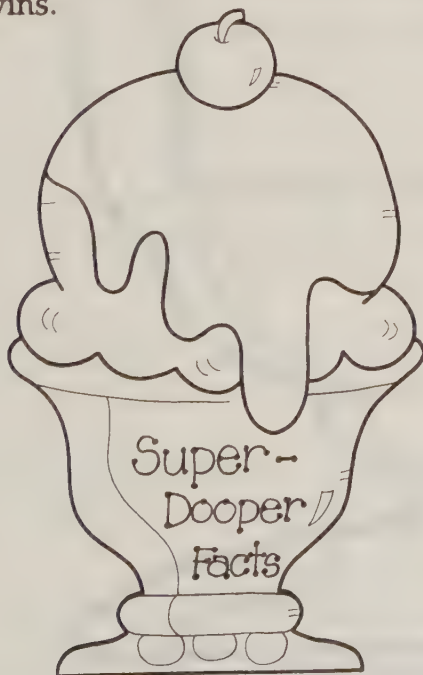
1. This is a game for 2-4 players. Deal six cards to each player. Put remaining cards face down in a draw pile with one card face up in a discard pile.
2. In turn, each player draws one card from another player, the draw pile, or the discard pile.
3. After drawing a card, the player must discard one card to the discard pile. If a card was drawn from another player, then that player takes a card from the draw pile. Players should have SIX cards in their hands at all times.
4. When a player gets four of the same card, he lays his set down and then draws four new cards from the draw pile. Play continues in this manner until all cards from the draw and discard piles are gone.
5. The cherry card is wild and can be used to fill any set. The empty glass card should be avoided because whoever has it at the end of the game loses.
6. The player with the most sets at the end of the game wins!

ROOT BEER FLOAT BINGO

Using the float bingo pattern on page 184, students randomly fill in the float grid using capital letters. As the teacher holds up lower case letter cards, students cover the corresponding capital letters using beans, cardboard pieces, etc. The square with the cherry is a "free" space. The first person to get five in a row is the winner!

Variations:

1. Play float blackout. The first student to cover every word on the float grid is the winner.
2. Practice addition facts. Have students fill in the float grid using numbers 1-18. The teacher then calls out basic addition facts, and students cover the correct answers. The first person to get five in a row in any direction is the winner.
3. Practice subtraction facts. Have students fill in the float grid using numbers 0-9. The teacher then calls out basic subtraction facts, and students cover the correct answers on their grids. The first student to get five in a row in any direction wins.



SUPER-DOOPER FACTS

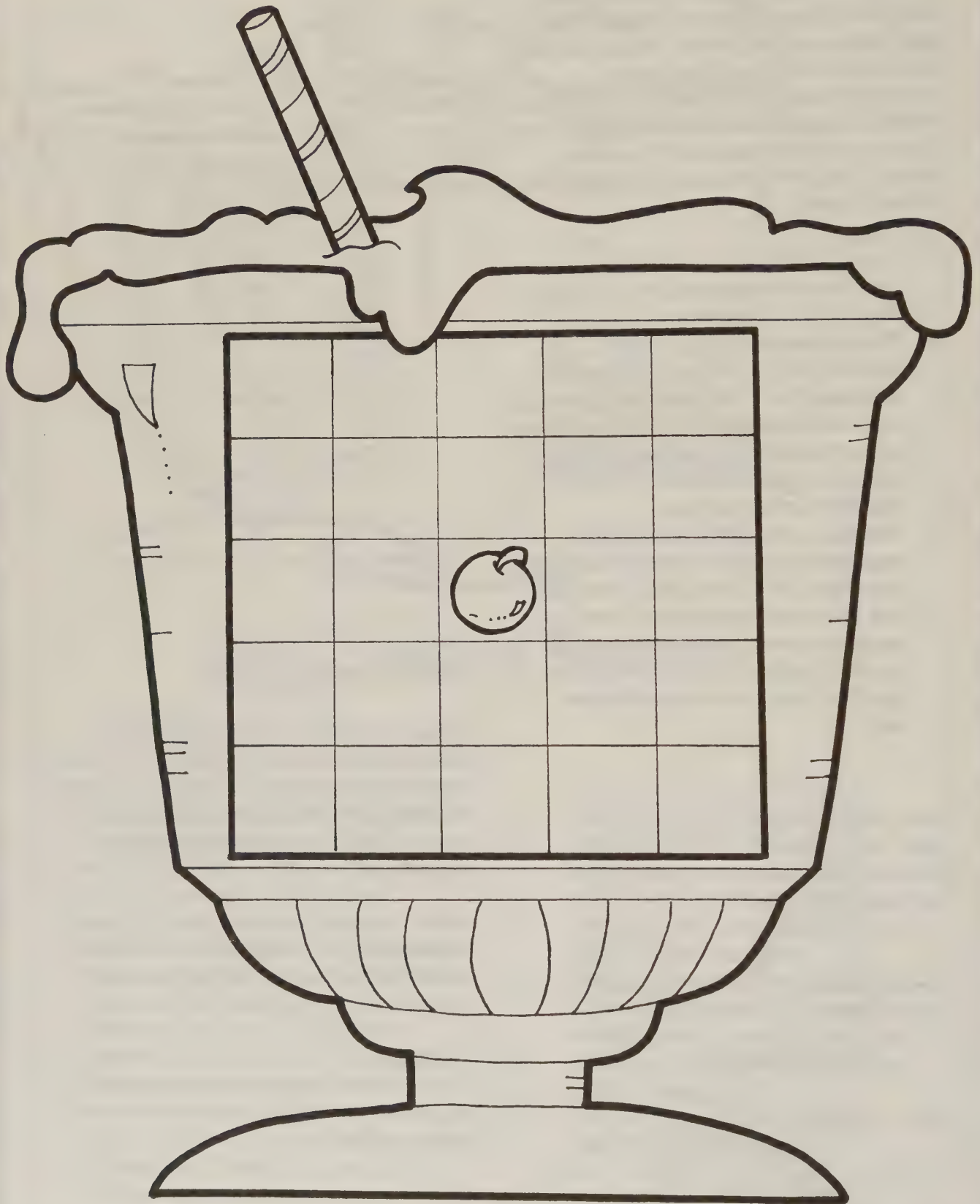
Make ice cream sundae shape books using the pattern on page 185. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

Have students practice their penmanship and learn more about ice cream by printing the Super-Dooper facts found on page 186.

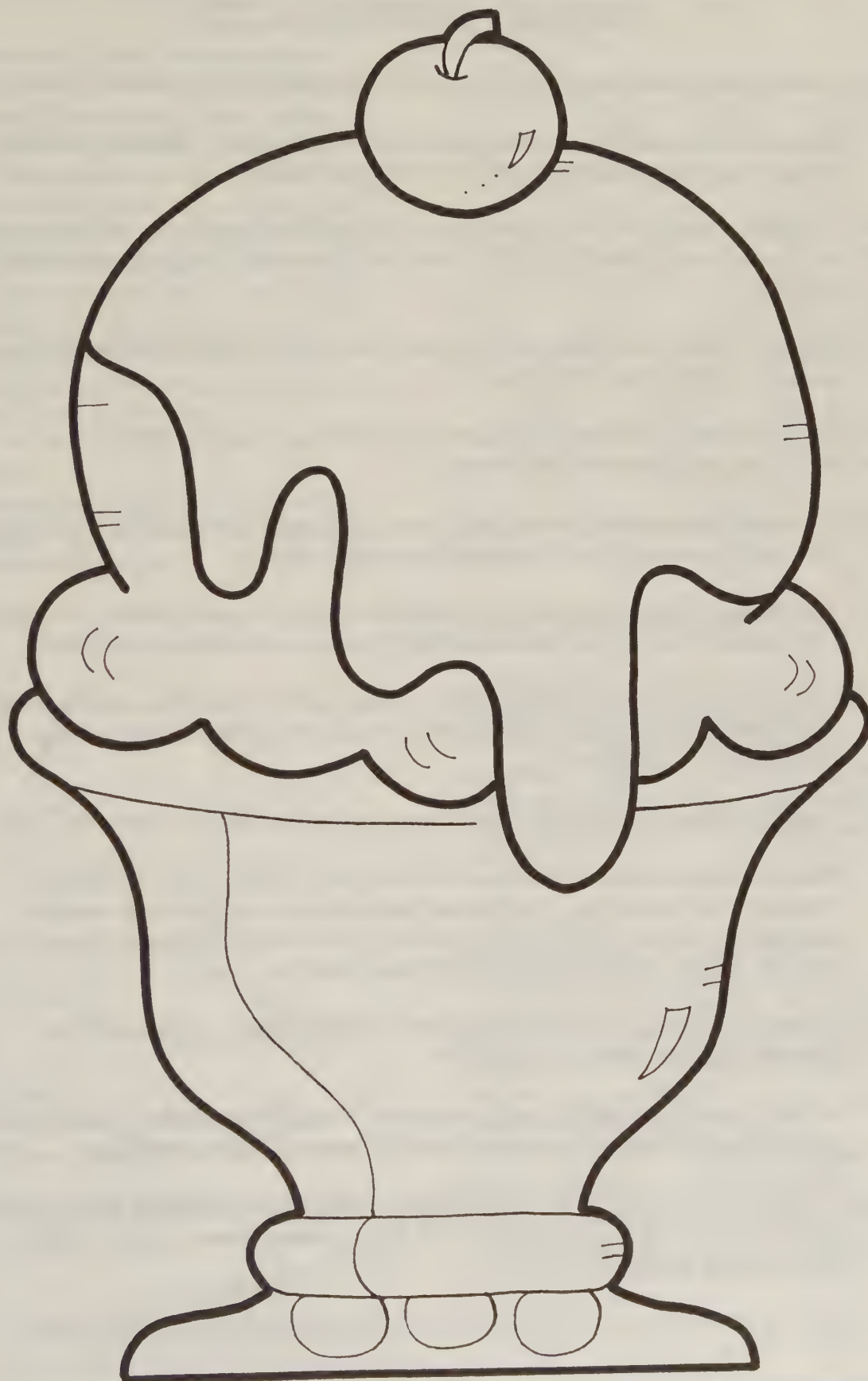
Variation:

Have students use the ice cream sundae shape books to write their own ice cream stories.

Root Beer Float Bingo Pattern



Ice Cream Sundae Shape Book Pattern



SUPER-DOOPER FACTS

- Americans eat an average of 15 quarts of ice cream per person each year.
- About one-third of the ice cream produced in the United States is vanilla. Chocolate and then strawberry rank next in popularity.
- Alexander the Great, a famous ruler, once had his men dig 30 trenches and fill them with snow. Each day, his cooks used the snow to make ice desserts for him
- President George Washington had two pewter pots from which he ate ice cream in his Mt. Vernon home.
- Dolley Madison, wife of President James Madison, was the first person to serve ice cream in the White House.
- European immigrants, upon coming to the United States in 1921, were given ice cream as part of their first meal in the new country.
- The "hokey-pokey man" was an ice cream vendor. Hokey-pokey is a slang expression meaning ice cream and candy that are attractive to children.
- The soda man was sometimes called a soda "jerk." This term derives from the jerking of the fountain lever forward to make the soda spray when making an ice cream soda.
- Nancy Johnson invented the first hand-cranked ice cream machine in 1946.
- The ice cream cone was invented in 1904 at the World's Fair in St. Louis, Missouri. A man selling a wafer-like pastry next to an ice cream vendor decided to roll one of his wafers up like a cone and plop a scoop down in the middle. It was called the World's Fair Cornucopia.
- Robert M. Green, an ice cream vendor in Philadelphia, is credited with inventing the ice cream soda in 1874.
- In 1946, there were 146,000 soda fountains in the United States. Today, there are very few remaining, except as novelty items and antique pieces.
- The first ice cream shop opened in Paris, France, more than 300 years ago. An Italian, Fancesco Procopio dei Coltelli, hung a shingle out in 1660, and the same shop is still open today.
- The ice cream sundae will celebrate its 100th birthday during the 1990's.

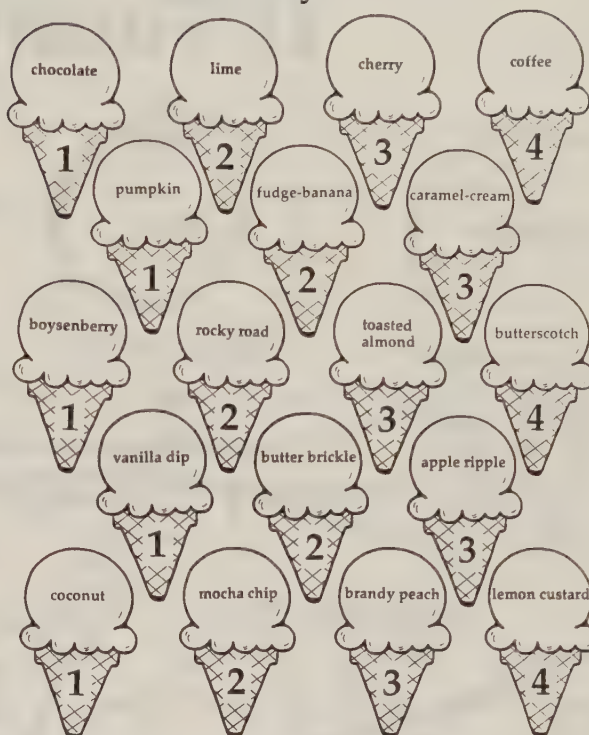
18 FAVORITE FLAVORS

This is a math game where students practice their addition skills. You may want to do this activity after reading Shel Silverstein's poem, "18 Flavors." (Refer to the resource list on page 195.) Reproduce the game card on page 188. Students try to be the first player to get to the sum of 18. In turn, each person places his own marker on a cone. With each additional turn, he adds the number shown on the cone to his previous sum. The first person to reach the exact sum of 18 wins!

Variation:

Practice subtraction facts by starting with 18 and then subtract the numbers on the cones down to 0.

18 Funny Flavors



BUILD A BANANA SPLIT

This is a math game where students make their own banana splits by practicing their addition facts. The object of the game is to see who can be the first person to build a banana split which contains all of the ingredients needed.

Preparation:

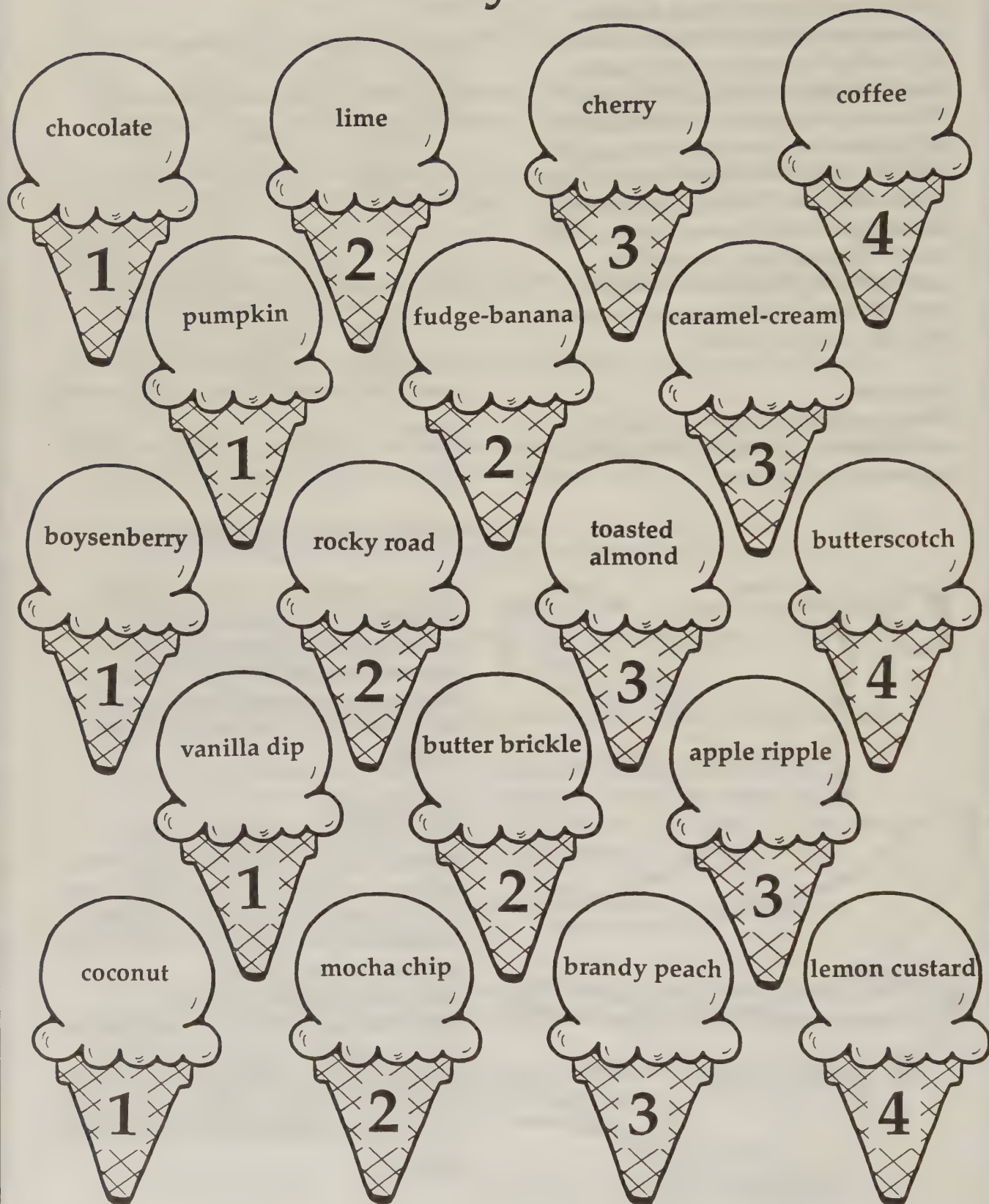
Use the patterns on pages 189-190. Reproduce, color, cut out, mount onto tagboard and laminate the "Build Your Own Banana Split" patterns. Supply students with a pair of dice and one set of patterns for each player.

Assemble the game envelope.

Reproduce page 191, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game pieces in envelope when not in use. Game directions are provided on page 191.



18 Funny Flavors



"Build a Banana Split" Patterns

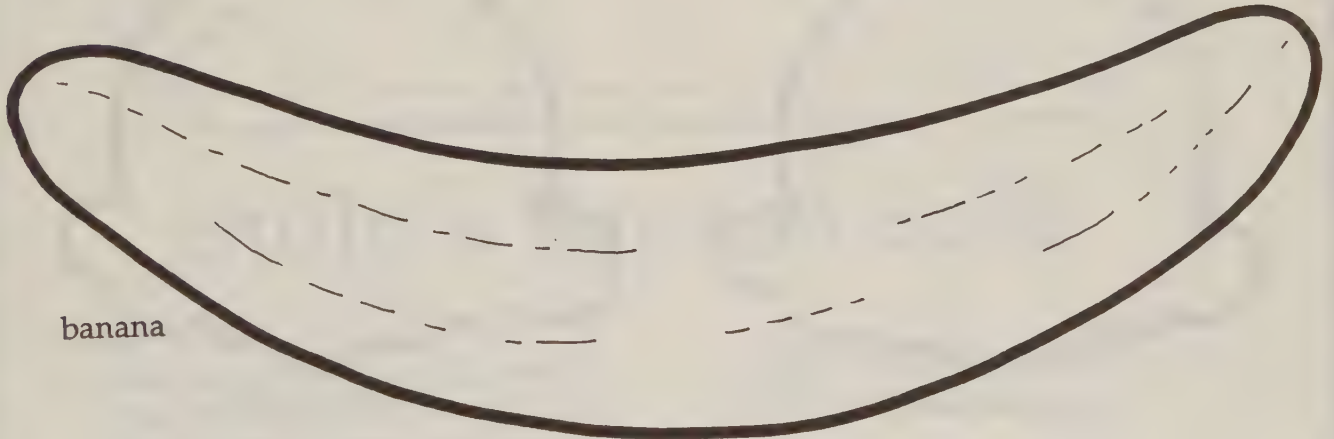
cherry



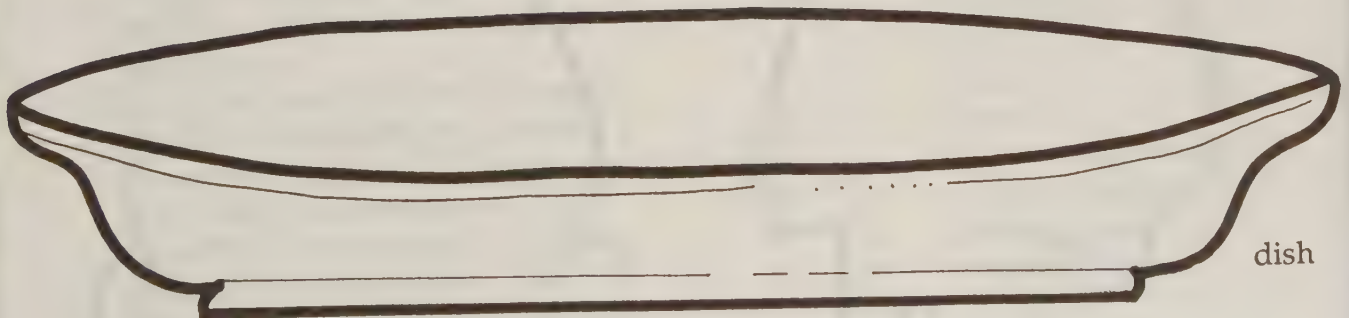
spoon



banana



dish

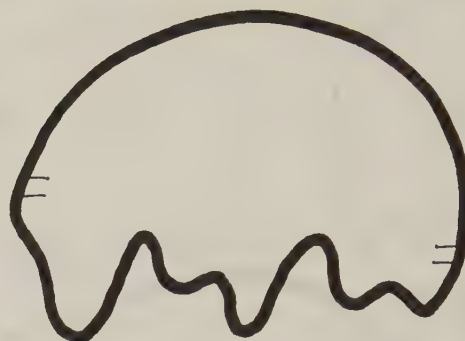


Note: Use a paper punch to punch out circles which may be used as nuts.

"Build a Banana Split" Patterns



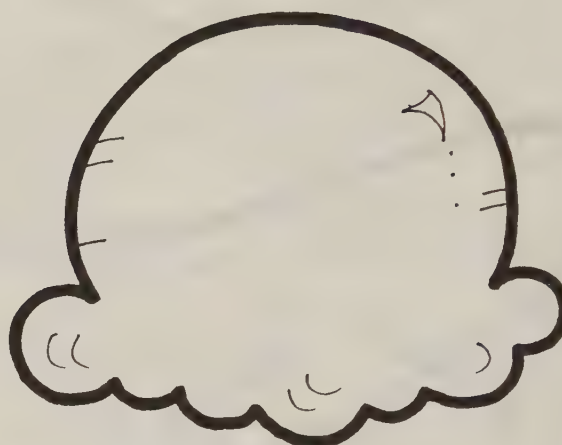
topping



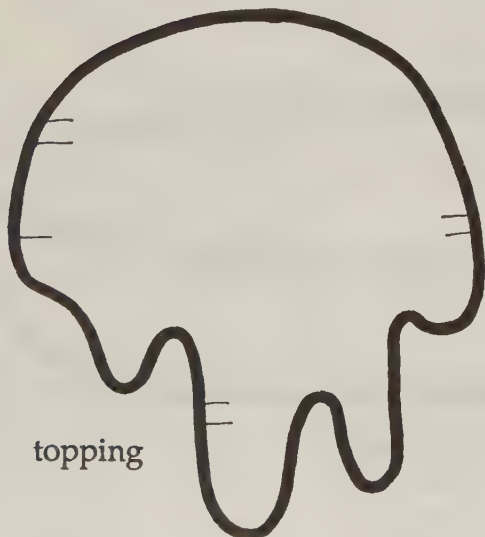
topping



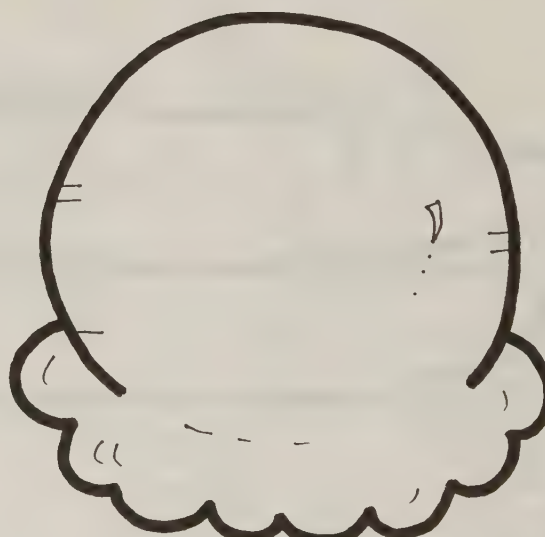
ice cream scoop



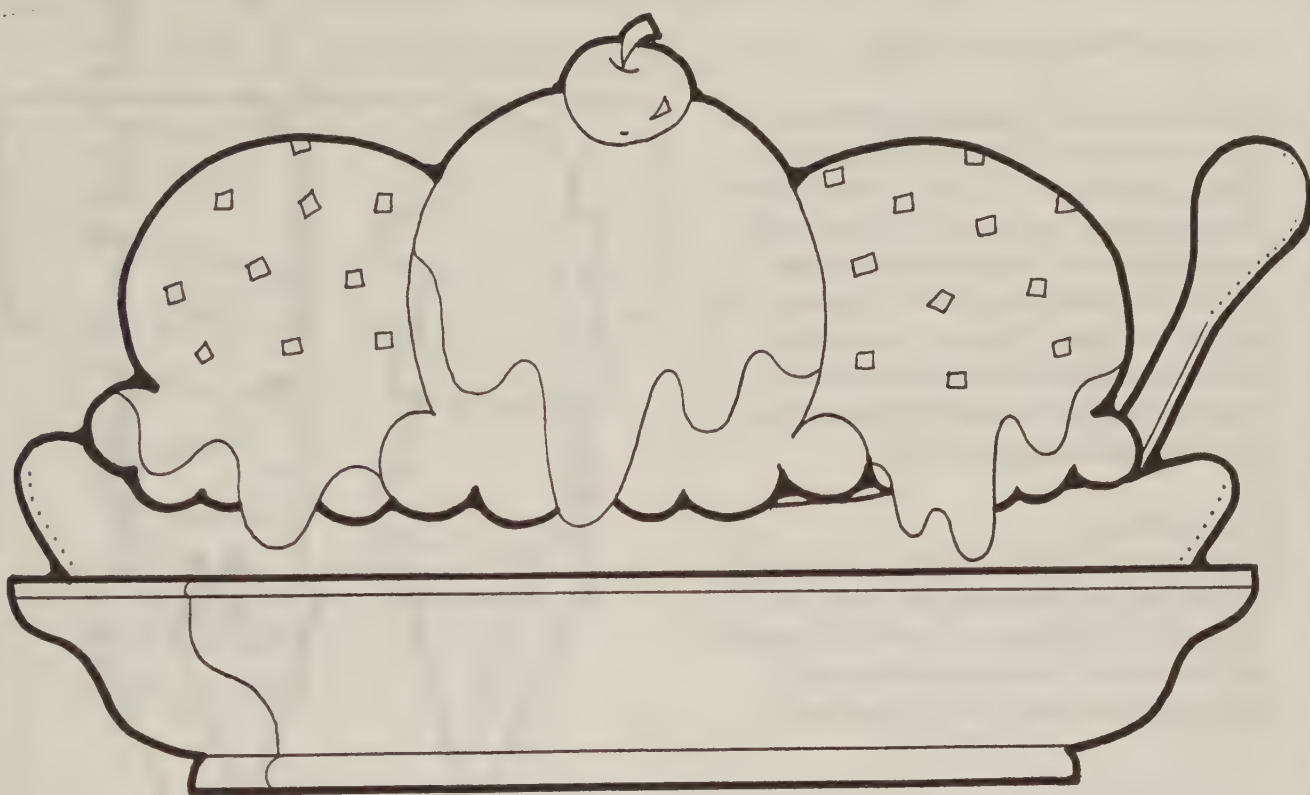
ice cream scoop



topping



ice cream scoop



Build a Banana Split

DIRECTIONS:

1. This is a game for 3 or 4 players. In turn, each player rolls the dice, adds the numbers together, and then selects the item number which corresponds to that sum. Each player must first obtain the bowl before he can get any of the other ingredients.
2. If a player already has the necessary amount of one ingredient, he may not collect any more. (If he has one cherry and rolls the sum of six, he may not collect another.) Play then passes to the next person.
3. The winning banana split must contain the following: bowl, three scoops of ice cream, three toppings, a spoon, a cherry, and two servings of nuts. The first person to complete a banana split is the winner!

BUILD A BANANA SPLIT ITEM NUMBERS

2	=	your choice
3	=	banana
4	=	one scoop of ice cream
5	=	one topping
6	=	cherry
7	=	bowl
8	=	spoon
9	=	one serving of nuts
10	=	trade game cards
11	=	lose your turn
12	=	empty your bowl

DOUBLES = the item number which corresponds to the sum, plus an extra scoop of ice cream.

DOUBLE DECKER CONES

This is a math activity where students can practice their counting skills or ordinal numbers. Using the ice cream cone patterns on page 193, label each cone with a number and then have students put that number of scoops on top of the cone. You may also have students match the correct number families on each scoop to the correct cone. (See examples at right.)

Preparation:

Reproduce, color, cut out, mount onto tagboard, and laminate as many ice cream cone patterns as needed. Label the cones and make sure there are enough ice cream scoops to match.



COMPOUND CONES

This is a file folder game which lets students practice reading skills by combining two words to form a compound word. You may also want to label with synonyms, antonyms, contractions, etc.

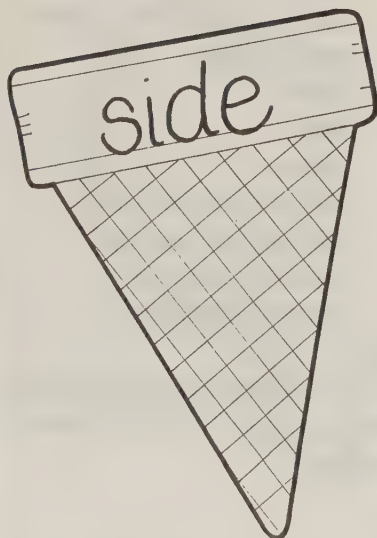
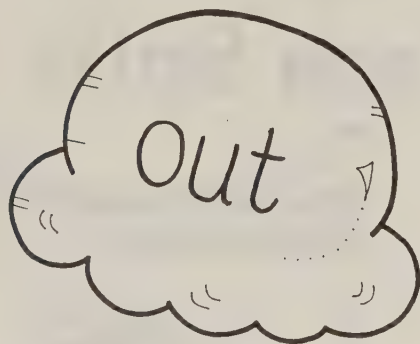
Preparation:

Use the patterns on page 193. Use cone patterns to make the file folder game board. Reproduce, color, cut out, label, mount on a file folder and laminate.

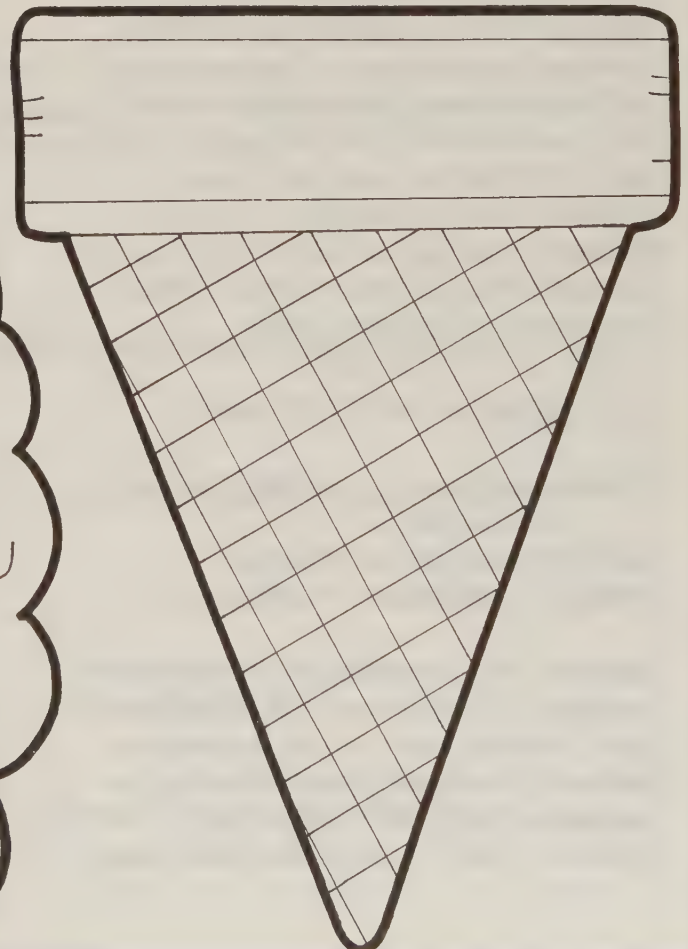
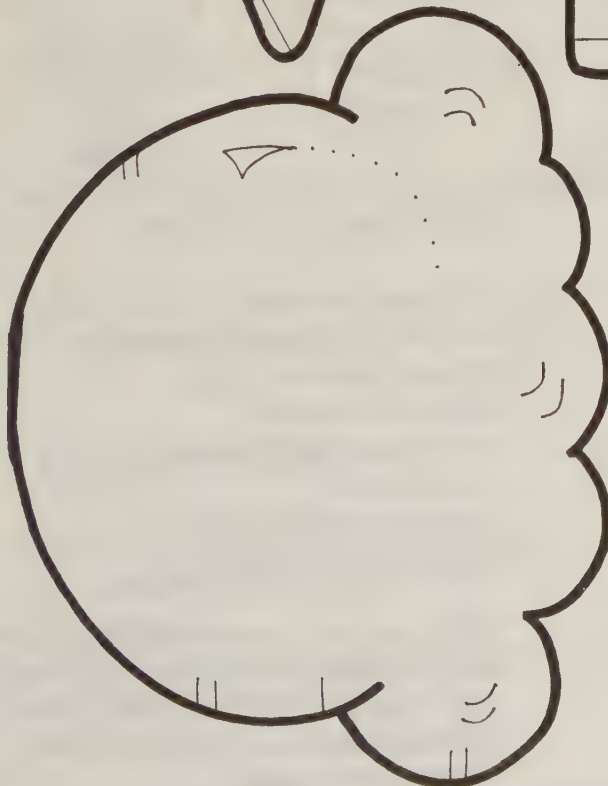
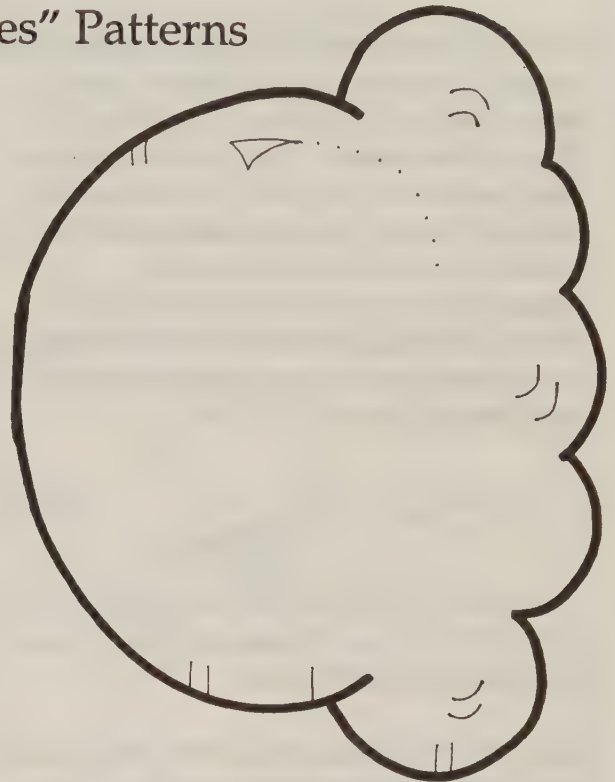
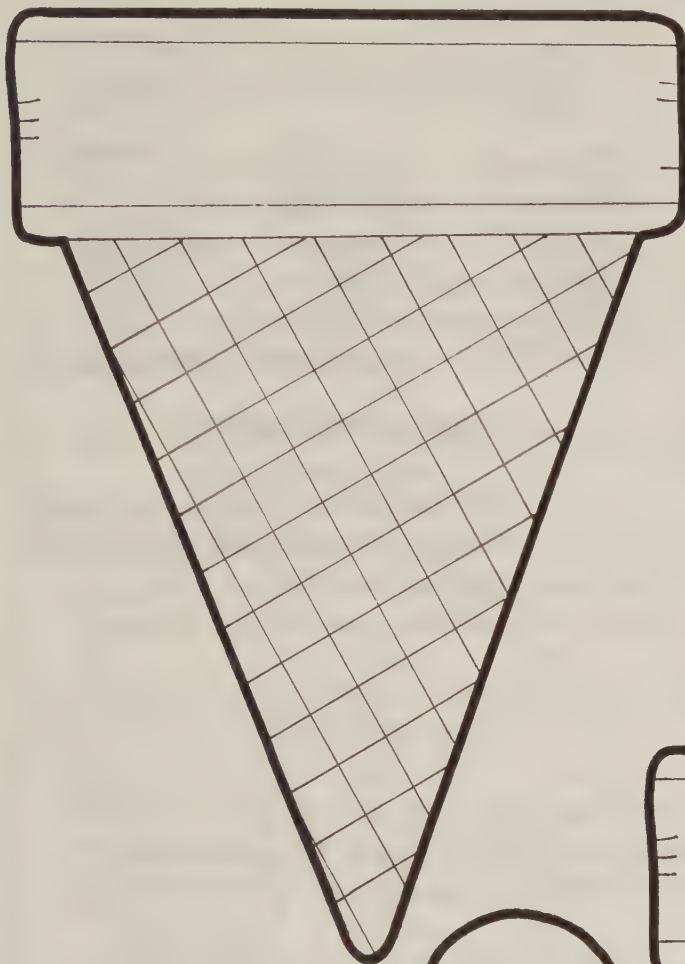
Use ice cream scoop patterns and label with word parts which correspond to the cones. Reproduce, color, label with the beginning word part, cut out, mount on tagboard and laminate. Store the ice cream scoops in a zip-close bag.

Variation:

Label the game pieces using math skills such as addition, subtraction, odd/even numbers, etc.



"Double Decker Cones" Patterns
"Compound Cones" Patterns



GRAPH YOUR FAVORITE FLAVOR

Practice your graphing skills together as a class. Take a survey or have a taste test to find out each student's favorite flavor of ice cream. Using the ice cream cone pattern on page 193, make a cone graph by having each student color his favorite flavor and add it to the corresponding cone. (See the example shown at right.) When you are finished you should have a graph that looks good enough to eat!



ICE CREAM CONE ART

Using the ice cream cone patterns on page 193, make some art rubbings. Give students some materials with different textures (i.e., sandpaper, linoleum, wallpaper, screen, heat register vents, etc.). Let students place the patterns on top of the textures and rub the side of a crayon over their patterns. They soon will see the pattern of the texture appear on their cones. Students then assemble the ice cream scoop and cone.

ICE CREAM CONE CUPCAKES

1 box cake mix and ingredients needed for the mix
flat-bottomed ice cream cones
frosting (premixed or frosting mix)

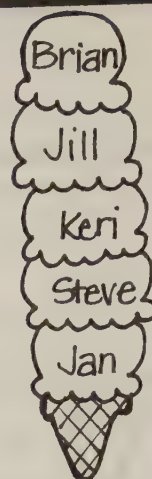
Mix cake mix according to directions on package. Fill each cone 2/3 full of cake mix. Place cones on a cookie sheet in a preheated oven and bake according to package directions for cupcakes. Remove from oven and cool, then frost.



STRAWBERRY



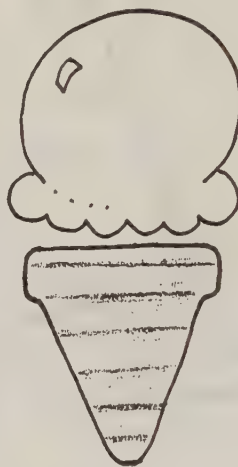
VANILLA



CHOCOLATE

JUMP ROPE RHYME

Ice cream, candy, cake, and butter
What's the name of my true lover?
A, B, C, D.....etc.



TROPICAL ICE CREAM

2-1/2 cups sugar
1-1/2 cups crushed pineapple (drained)
juice of 2 lemons
juice of 1 orange
5 ripe mashed bananas
1 quart milk
1 pint unwhipped cream
1 can condensed milk

Mix first five ingredients together. Let sit for 2 hours at room temperature. Add milk, unwhipped cream, and condensed milk. Put in ice cream freezer and freeze.

OTHER ICE CREAM RESOURCES

CHILDREN'S BOOKS

THE LAND WHERE ICE CREAM GROWS by Anthony Burgess
(Doubleday, 1979)

Summary:

Take a page-by-page picture excursion through the land where lollipop trees, ice creambergs and ice cream giants are in abundance. It all happens in the land where ice cream grows.

ICE CREAMS FOR ROSIE by Ronda Armitage
(A. Deutsch, 1981)

Summary:

Rosie Posie sells the only ice cream on the island. One hot summer day, she runs out and has to devise an ingenious way to have the ice cream delivered to the island and distributed before it all melts.

STRIPED ICE CREAM by Joan Lexau (read-aloud)
(J.B. Lippincott, 1968)

Summary:

Becky is feeling miserable. Her birthday is almost here, and nobody seems to care or notice. Becky knows her family is too poor to buy presents, but couldn't they be nice to her instead of whispering behind her back?

CHILDREN'S POETRY

"18 Flavors"

WHERE THE SIDEWALK ENDS by Shel Silverstein (Harper & Row, 1974)

"Bleezer's Ice Cream"

THE NEW KID ON THE BLOCK by Jack Prelutsky (William Morrow & Co., 1984)

COOKBOOKS

THE INCREDIBLE ICE CREAM BOOK by Dennis J. Willard
(Willowisp Press, 1989)

Summary:

Gives the history of ice cream as well as interesting trivia and facts which correlate with the recipes.

CAKE

A CAKE FOR BARNEY

by
Joyce Dunbar
(Orchard Books, 1987)

•Summary

A young bear learns a quick lesson in subtraction when other animals want some cherries from the top of his cake. Barney soon learns how to stand up for what is his.

CHERRY CUPCAKES

This card game lets students practice their counting and visual discrimination skills. It is played much like the game "Old Maid."

Preparation:

Use the patterns on pages 196-198.

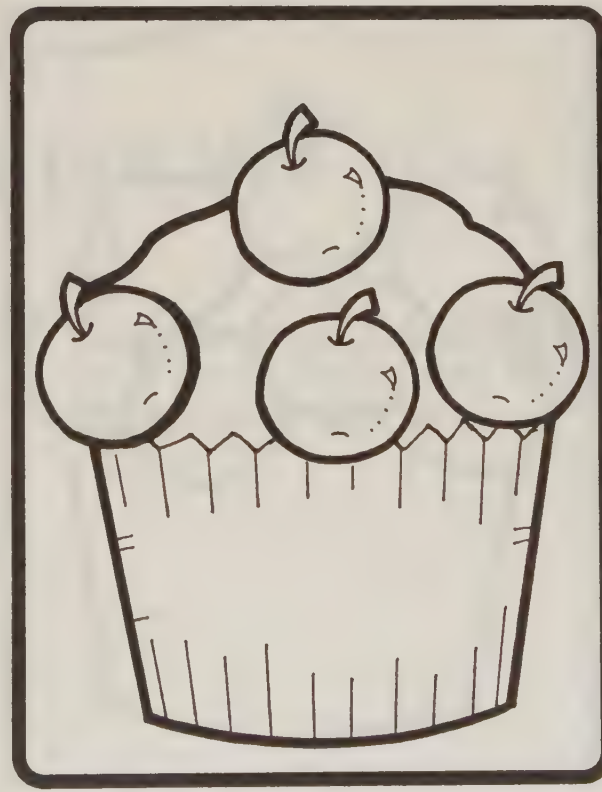
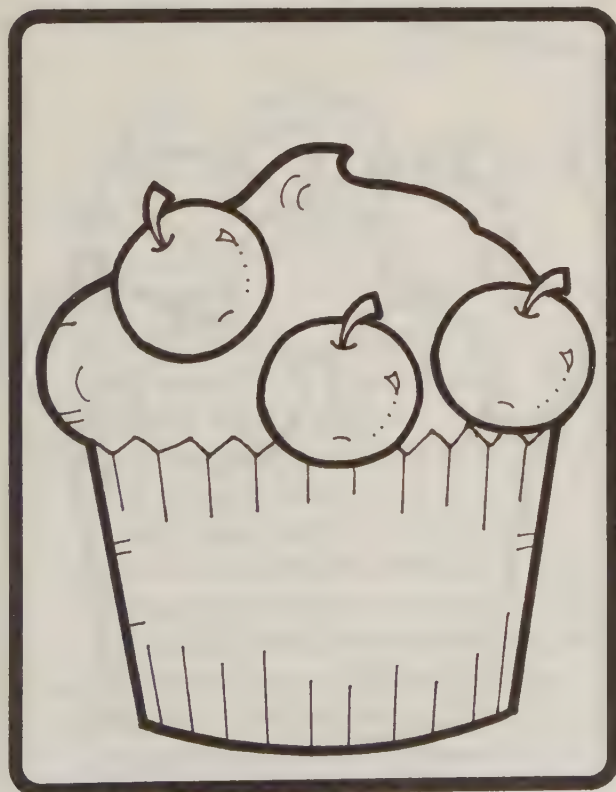
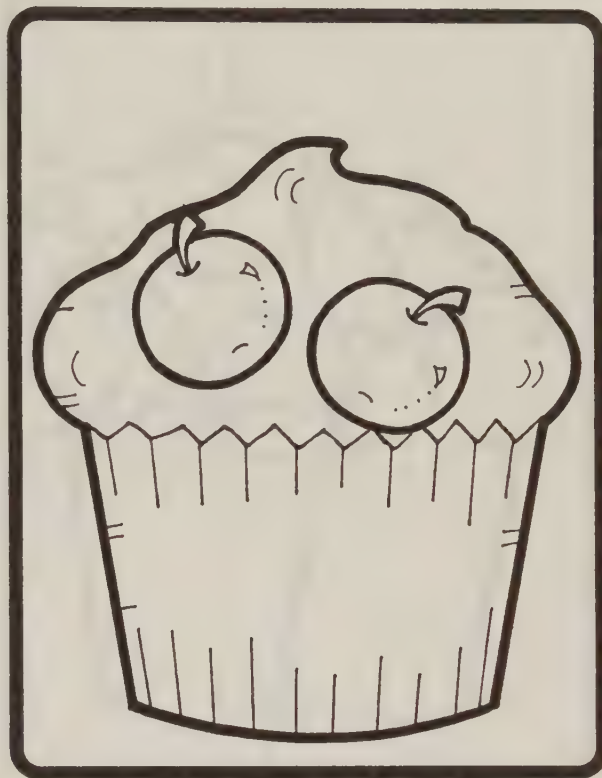
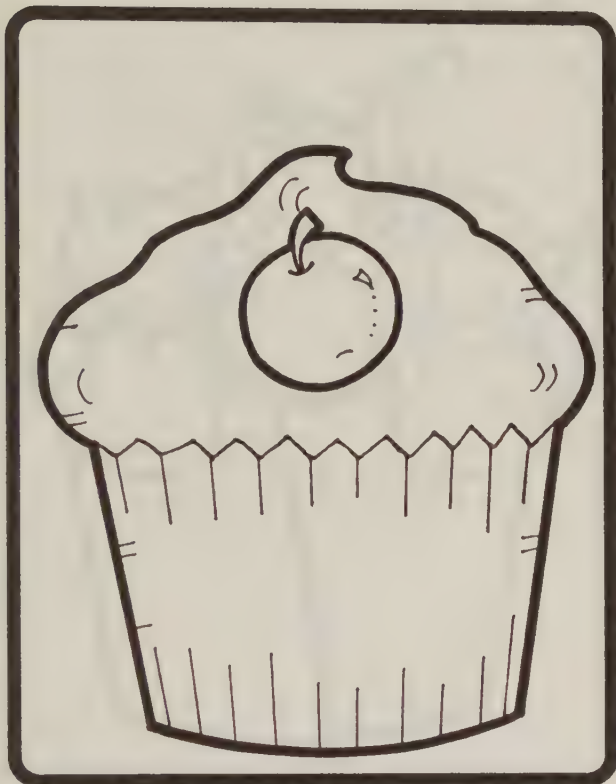
Make two sets of the "Cherry Cupcake" cards and only one cupcake without cherries. Reproduce, color, cut out, mount onto tagboard and laminate the cards.

Assemble the game envelope.

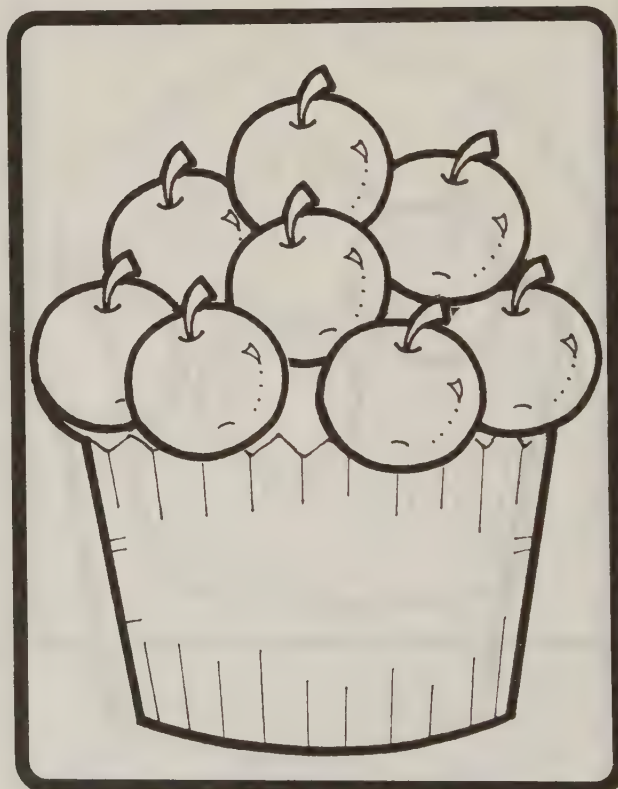
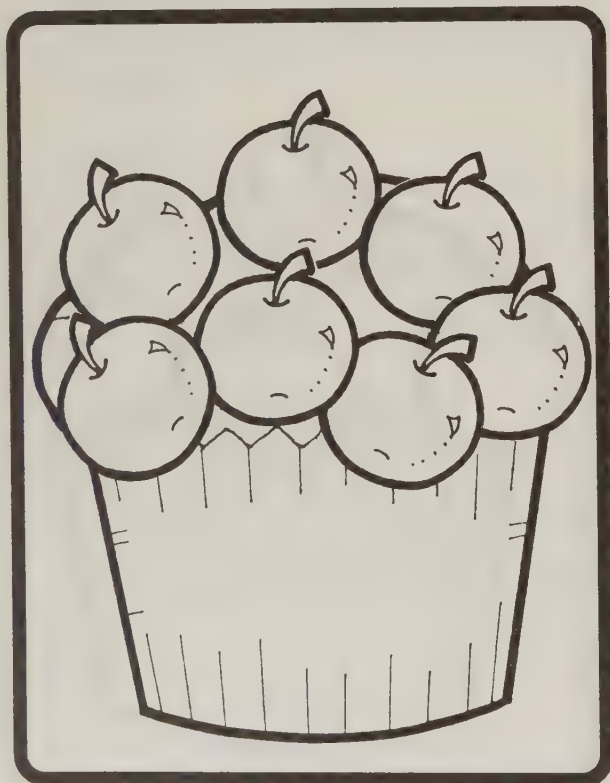
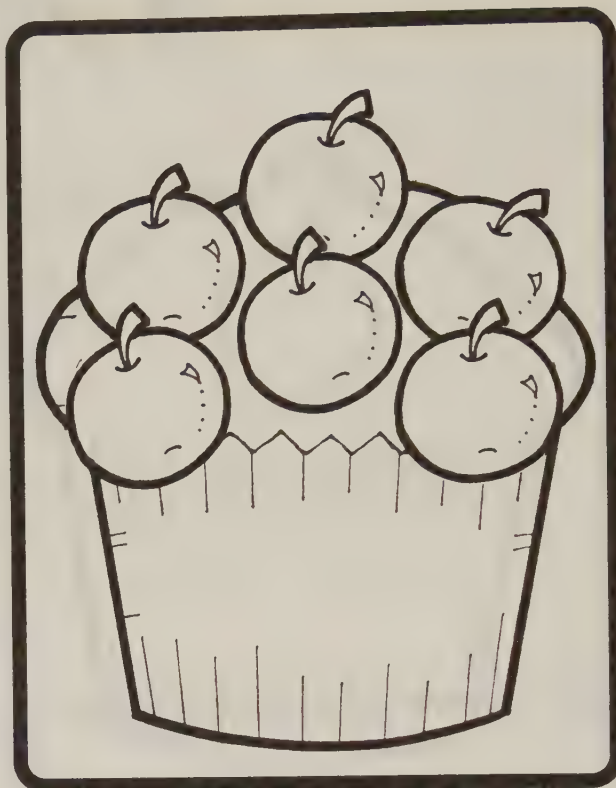
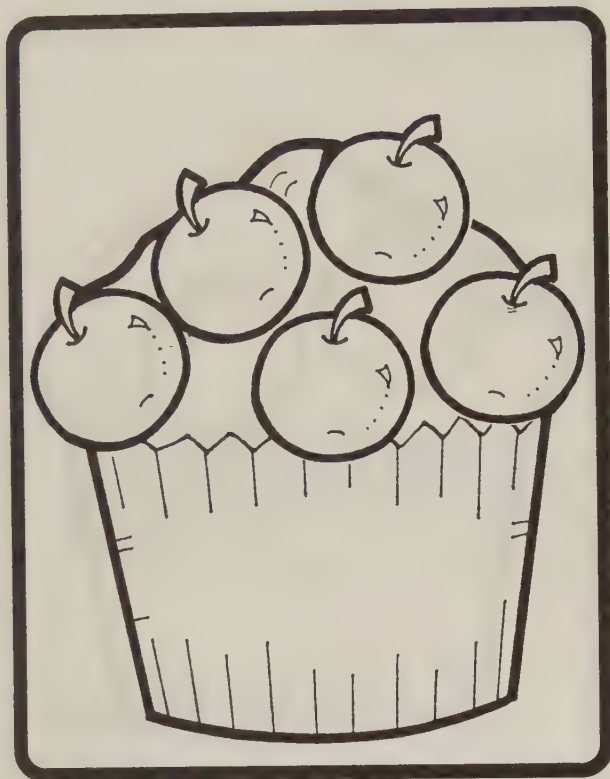
Reproduce page 199, color and glue to a 9"x12" envelope. Laminate and slit envelope opening with a pair of scissors. Store game cards in envelope when not in use. Game directions are provided on page 199.

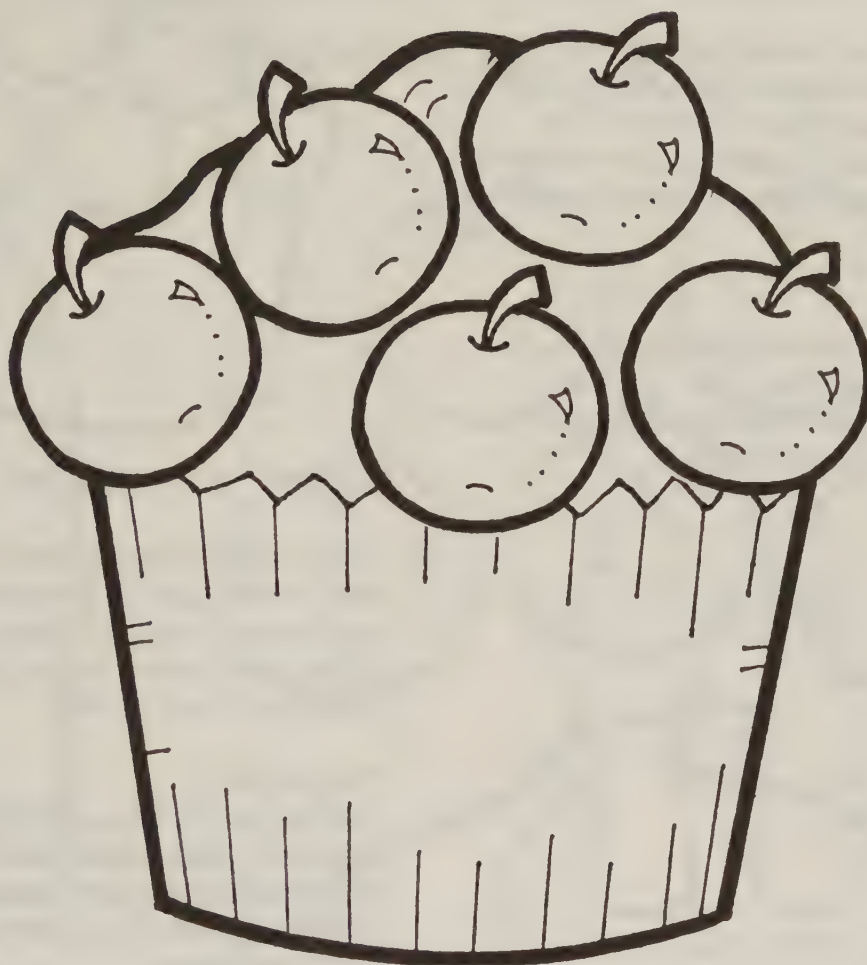


"Cherry Cupcakes" Cards



"Cherry Cupcakes" Cards





Cherry Cupcakes

DIRECTIONS:

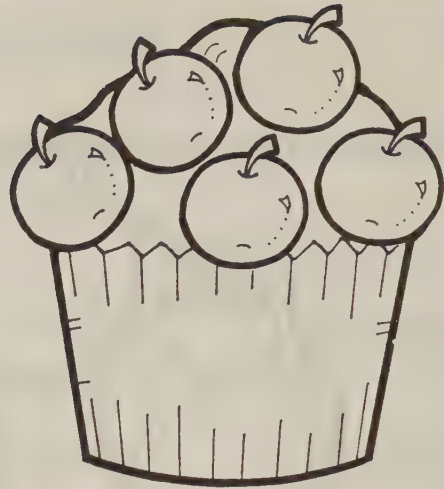
1. This game is played much like "Old Maid" and is for 2 or 3 players. Deal all cards among players.
2. Each player lays down any matched pairs he may have.
3. In turn, each player draws a card from any opponent, trying to avoid the cupcake with no cherries. If the card drawn matches another card in that player's hand, the player lays down the matched pair. Then, the turn passes to the next player.
4. Play continues in this manner until a player gets rid of all his cards. He then becomes the winner!

A CUPCAKE WITH CHERRIES

This activity helps students practice their subtraction skills. Use this activity while you read *A Cake for Barney*. As you tell the story, remove a cherry from the cupcake each time an animal takes one.

Preparation:

Use the cherry and cupcake patterns on page 201. Reproduce, color, cut out, mount onto tagboard, and laminate the cupcake and cherry patterns.



COUNT THE CANDLES

This activity helps students practice their counting skills by putting the same number of candles on the cupcake as the number written on the cupcake. (See example shown at left.)

Preparation:

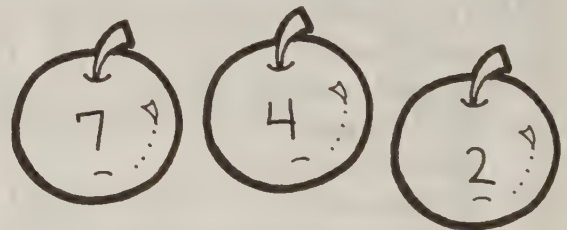
Use the candle and cupcake patterns on page 201. Reproduce, color, cut out, mount onto tagboard, and laminate the cupcake and candle patterns. Make as many as needed.

Variation:

Have students practice reading skills by putting the correct number of candles on a cupcake to match how many syllables are in that cupcake word.

CUPCAKE GAMES

This is a simple game to assemble and can be used to practice any skill. Use a muffin tin and 12 cupcake liners. Label the bottom of each liner with a subtraction problem. Write an answer to each problem on a cherry pattern (page 201), which you have reproduced, colored, labeled, cut out, mounted onto tagboard and laminated. Students then practice their subtraction facts by putting each cherry in the correct cupcake liner.



Variation:

Practice other math skills such as addition, multiplication or odd and even numbers. You can also practice reading skills such as antonyms, synonyms, syllables, contractions, compound words, letter recognition, etc.

"A Cupcake with Cherries" Patterns

"Count the Candles" Patterns

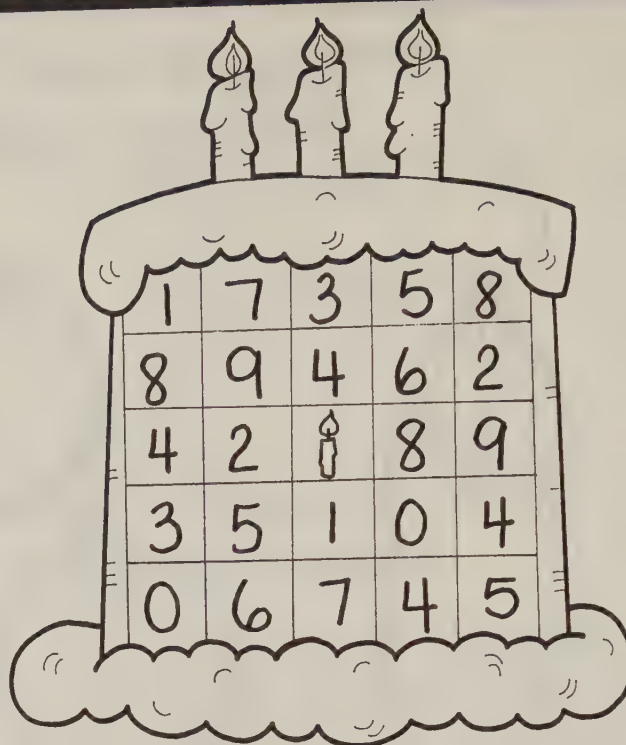


CAKE BINGO

Using the cake bingo pattern on page 203, students fill in the cake grid with numbers 0-9. As the teacher calls out basic subtraction facts, students cover the correct answers using beans, cardboard pieces, etc. The space with the candle in the middle is a "free" space. The first person to get five in a row in any direction is the winner.

Variations:

1. Play blackout. The first student to cover all the answers on the grid is the winner.
2. Practice addition facts. Have students fill in the cake grid using numbers 1-18. The teacher calls out basic addition facts, and students cover the correct answers. The first student to get five in a row in any direction wins.



CAKE SHAPE BOOK

Make cake shape books using the pattern on page 204. Reproduce the cover and then cut pieces of lined paper the same shape as the cover. Staple the cover and pages together at the top.

Have students use their creative writing skills to write their own cake stories.

CUPCAKE COMPOUNDS

This is a file folder game which lets students practice their reading skills by combining two words to make one compound word.

Preparation:

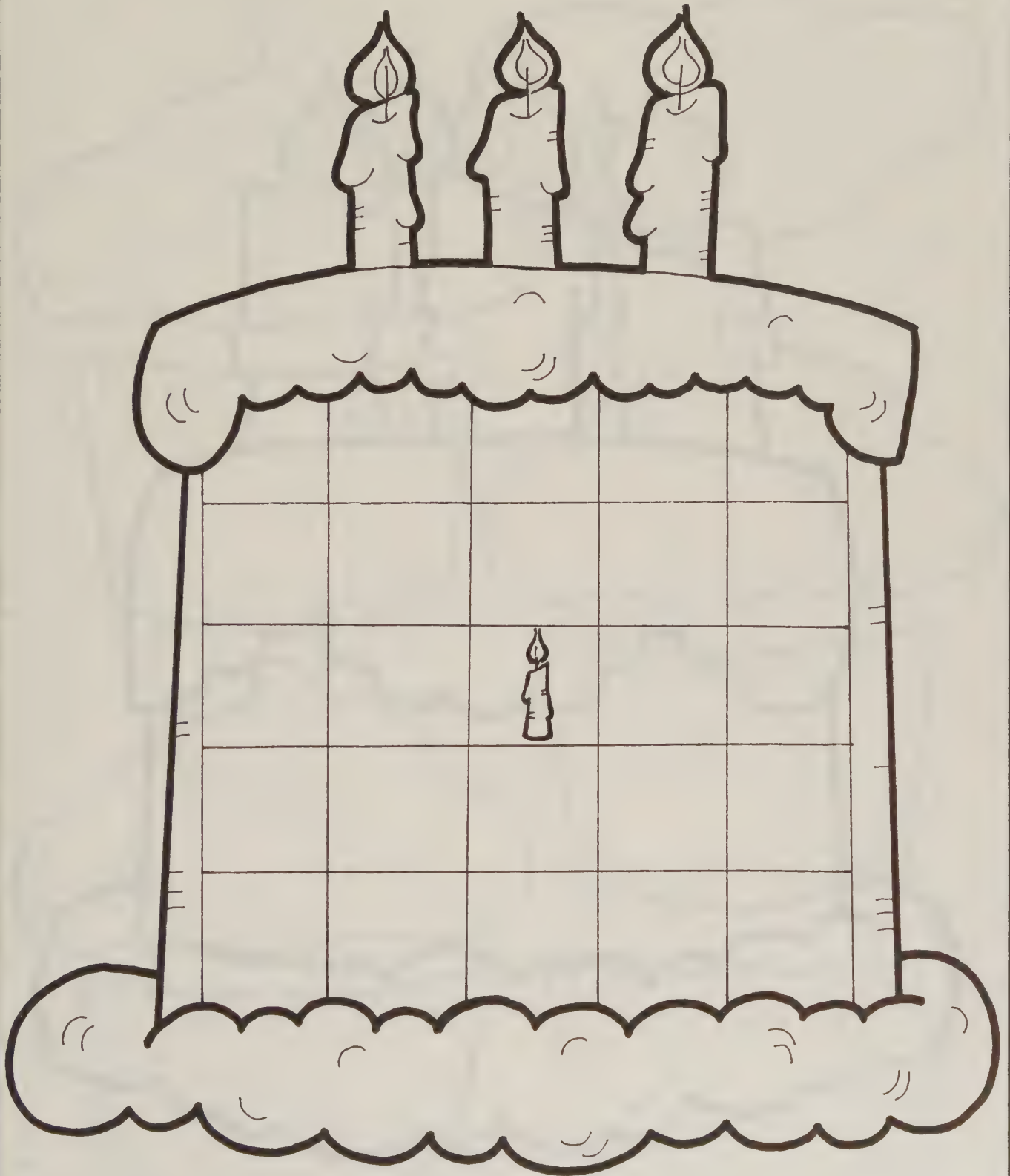
Use the patterns on page 205. Use cupcake bottom patterns to make the file folder game board. Reproduce, color, cut out, label with the ending word part, mount on a file folder and laminate. Use cupcake frosting patterns to make word part answer pieces which correspond to each cupcake bottom. Reproduce, color, label with the beginning word part, cut out, mount on tagboard and laminate. Store frosting patterns in a zip-close bag.



Variation:

Label the cupcake patterns with antonyms, synonyms, etc.

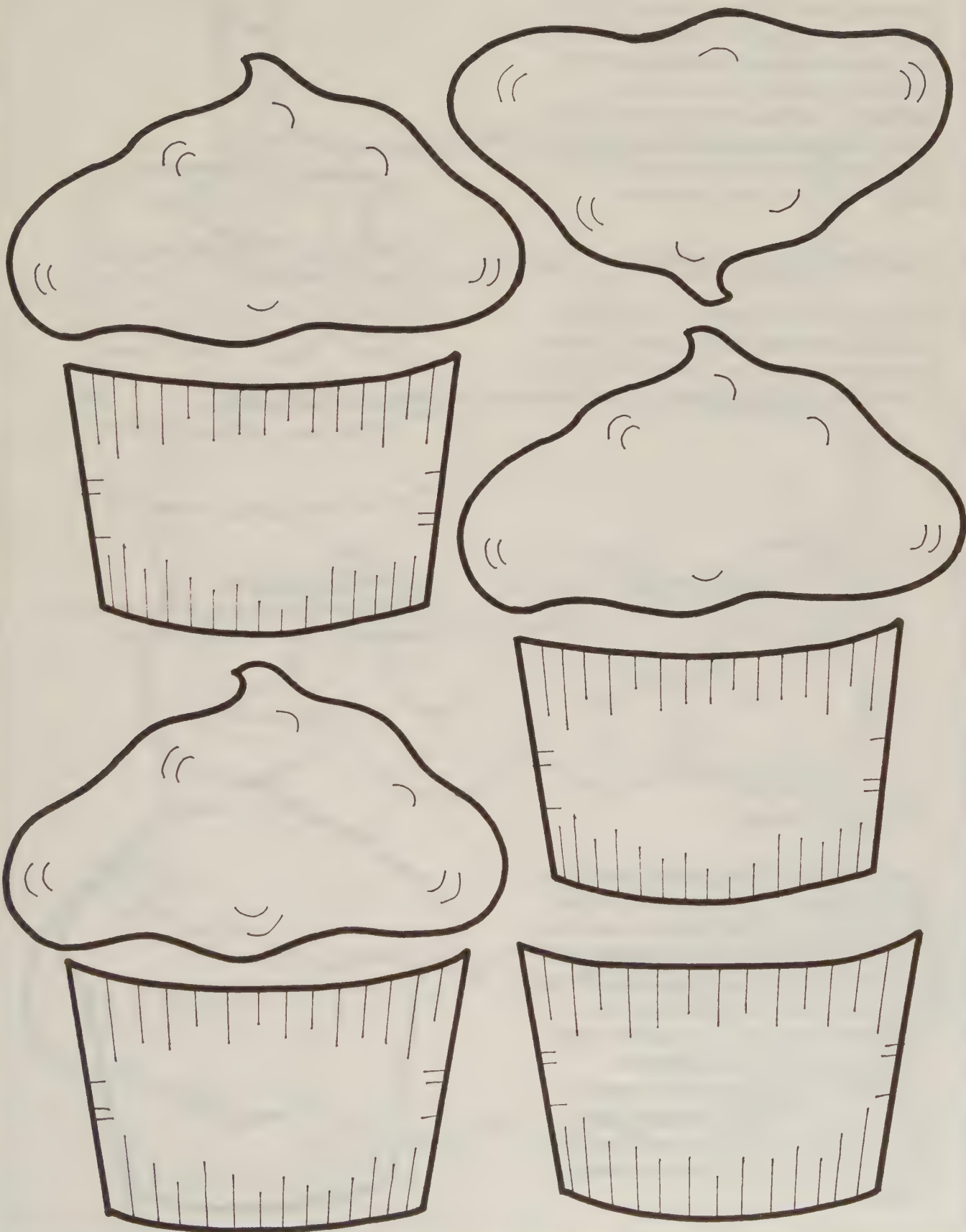
Cake Bingo Pattern



Cake Shape Book Pattern



Cupcake Compound Patterns

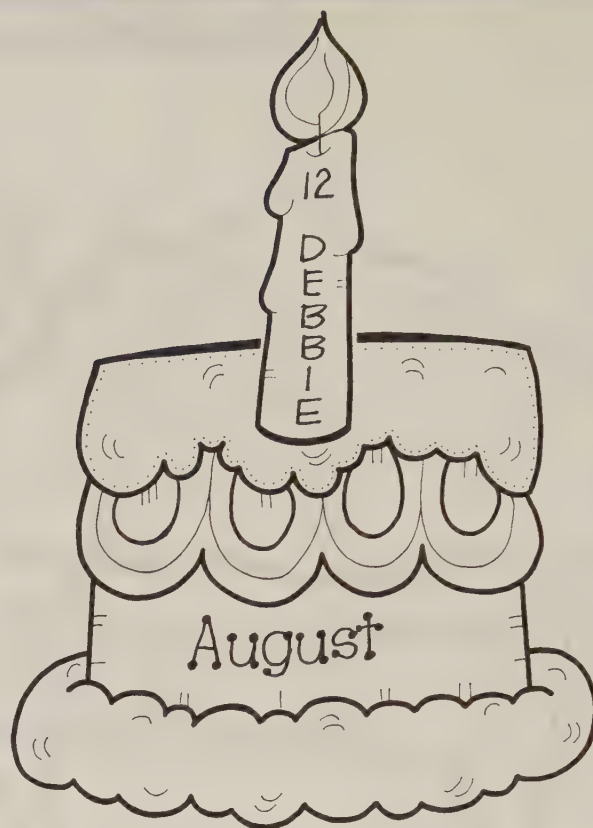


CLASS BIRTHDAY CAKE

Create a class birthday cake using the patterns on page 207. Enlarge for use on a bulletin board and label a candle for each student with his name and birthday. Add all of the candles to the cake, or change candles each month to show birthdays in that month. It will really "light up" your classroom.

CLASS BIRTHDAY PARTY

Plan a class birthday party to celebrate everyone's birthday all at once. Games, prizes, treats, and, of course, a big birthday cake could highlight this big event.



JUMP ROPE RHYME

Cherries and cream on chocolate cake,
How many cherries will it take?
1, 2, 3, etc.

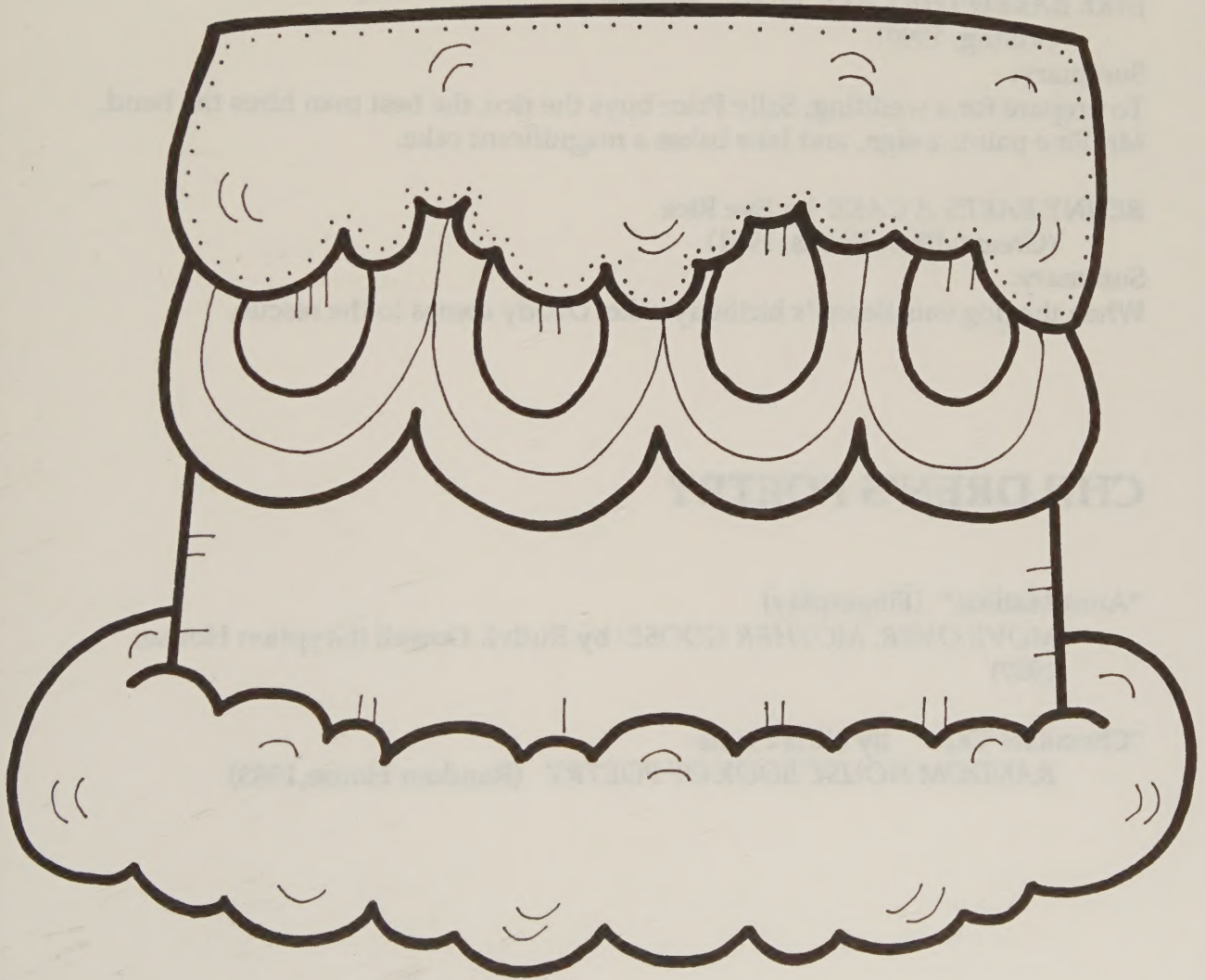
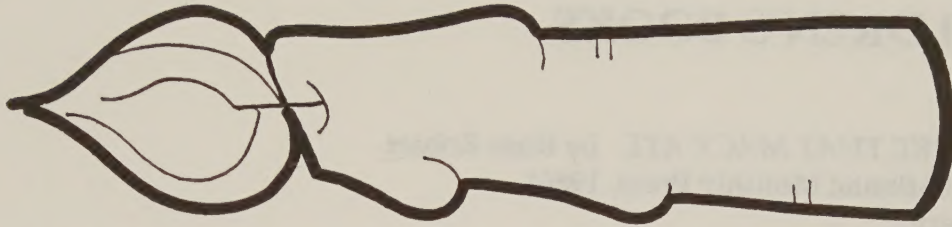
Natalie Hill

CUPCAKE WALK

This activity could be part of your class birthday party. Tape numbers on the floor in a circle. Each student stands on a number. When the music starts, the students start walking from one number to the next. As the music stops the students must stop. The teacher then randomly selects a number and whoever is standing on that number gets a cupcake and leaves the game. Play continues in this manner until all students have had a chance to receive a cupcake.



Class Birthday Cake and Candle Patterns



OTHER CAKE RESOURCES

CHILDREN'S BOOKS

THE CAKE THAT MACK ATE by Rose Robart
(Atlantic Monthly Press, 1986)

Summary:

This is a simple cumulative verse tale which tells all the events that lead up to the eating of the cake that Mack ate.

JAKE BAKED THE CAKE by B.G. Hennessy
(Viking, 1990)

Summary:

To prepare for a wedding, Sally Price buys the rice, the best man hires the band, Mr. Fine paints a sign, and Jake bakes a magnificent cake.

BENNY BAKES A CAKE by Eve Rice
(Greenwillow Books, 1981)

Summary:

When the dog eats Benny's birthday cake, Daddy comes to the rescue.

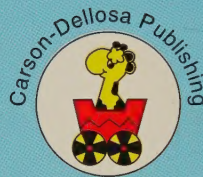
CHILDREN'S POETRY

"Aunt Matilda" (Fingerplay)

MOVE OVER, MOTHER GOOSE! by Ruth I. Dowell (Gryphon House, 1987)

"Chocolate Cake" by Nina Payne

RANDOM HOUSE BOOK OF POETRY (Random House, 1983)



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